

试 卷 类 型：A

潍坊市高考模拟考试

英 语

2021. 4

注意事项：

1. 答题前，考生务必将自己的姓名、座号、考号填写在答题卡和试卷指定位置上。
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，再选涂其他答案标号。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，将本试卷和答题卡一并交回。

第一部分 阅读(共两节,满分50分)

第一节 (共15小题;每小题2.5分,满分37.5分)

阅读下列短文,从每题所给的A、B、C、D四个选项中选出最佳选项。

A

Mrs. Everything: A Novel

In this instant *New York Times* bestseller and “multigenerational story that’s nothing short of brilliant” (*People*), two sisters’ lives from the 1950s to the present are explored as they struggle to find their places—and be true to themselves—in a rapidly changing world.

	Price	New from	Used from
Kindle(电子书)	\$8. 99	—	—
Hardcover	\$1. 27	\$9. 61	\$1. 27
Paperback	\$5. 59	\$4. 86	\$1. 82

Product details Publication date: June 11, 2019 Text-to-Speech: Enabled Word Wise: Enabled

Measure Up: Mastering Your Career Search Like a Boss

Measure Up helps those desiring or going through career transition understand their value and how to best communicate their value.

	Price	New from	Used from
Kindle	\$0. 99	—	—
Hardcover	\$13. 25	—	\$11. 75
Paperback	—	\$16. 95	—

Product details Publication date: March 2, 2021 Text-to-Speech : Enabled Word Wise: Enabled

Information: A Reader

Information: A reader establishes a classic framework for thinking about information in humanistic terms. Together with *Information*: Keywords, it sets forth a major humanistic vision of the concept of information.

	Price	New from	Used from
Kindle	\$18. 34	—	—
Hardcover	—	\$110. 00	—
Paperback	—	\$28. 005	—

Product details Publication date: September 14, 2021 Text-to-Speech: Enabled Word Wise: Not Enabled

Julius and Macy: A Very Brave Night

A fantastic woodland tale about bravery and friendship from an author-illustrator. With its attractive characters, this gently told tale reminds us that we each have courage within us and that kindness can make all the difference.

	Price	New from	Used from
Kindle	\$4. 99	—	—
Hardcover	—	\$6. 99	—

Product details Publication date: April 1, 2021 Text-to-Speech: Not enabled Word Wise: Not Enabled

 For more, click here.

1. How much would you pay at least for a Kindle book?

- A. \$8. 99.
- B. \$0. 99.
- C. \$18. 34.
- D. \$4. 99.

2. Which book can help to regain a teenager’s courage?

- A. *Julius and Macy*
- B. *Measure Up*
- C. *Mrs. Everything*
- D. *Information*

3. Where do you probably find this text ?

- A. A travel brochure.
- B. A book review.
- C. A book-selling website.
- D. A science magazine.

B

In dreaming up the programme Tennis and Literacy for Youth, as a mother, I had hoped to share two of my passions, tennis and reading, with children. Throughout the year, I had advertised for participants at local elementary schools and recruited (招收) volunteers at local high schools. With the help of kind people, I applied for money. I was even able to secure a site for the program.

But on the first day of camp, in spite of my careful planning, things did not go the way I had hoped. Hector and Adrian exchanged blows with their racquets (球拍). Hector struggled to his feet moments later, covering a bloody nose with one hand. Georgie and Eduardo threw balls at each other. Then during reading time, I raced from joyless child to demanding child, unable to convince even one to open a book. They would rather be watching Nickelodeon at home, Eli told me, than “learning stupid tennis and reading boring books.”

I dragged myself home that afternoon. That evening, I called my volunteers together for a meeting, and redesigned the entire curriculum. We created a good-fellow system, where each volunteer paired with a camper to help him or her during reading time. To emphasize praise and progress, we established weekly prize ceremonies, presenting awards for most improved reading, tennis and behavior.

Then Mylea shut the book and asked me, “Can I take this to read it to my mom tonight?” Peering up at her eager face, I couldn’t help myself. I jumped to my feet and wrapped her in a hug, lifting her right off the ground. “It’s all yours!” I said.

Somehow, in the midst of the chaos and the schedule changes and the meetings, these children, in bad mood during reading time, untouched books in their laps, began to find joy in reading a story.

4. What happened the first day of the programme?

- A. Participants watched TV at home.
- B. The programme worked out badly.
- C. Volunteers failed to do their duties.
- D. The plan lived up to the expectation.

5. What did the author do to make the programme a success?

- A. She recruited new volunteers.
- B. She replaced the books used.
- C. She made adjustments to the plan.
- D. She established volunteers’ leading part.

6. Why did the author lift Mylea off the ground quickly?

- A. She sensed something was wrong.
- B. She thought Mylea needed comfort.
- C. Mylea’s boredom in reading discouraged her.
- D. Mylea’s great passion for reading amazed her.

7. What is the text mainly about?

- A. An initiative of being volunteers.
- B. An innovation to the teaching method.
- C. An insight into helping kids overcome difficulties.
- D. An experience of introducing reading and tennis to kids.

C

Why humans make and appreciate music is an evolutionary (进化的) mystery. Recently, David Schruth and his colleagues have a new explanation. They say the roots of human music can date back to the branches of trees more than 50 million years ago, when the first primates (灵长类) appeared. Early primates moved around forest by leaping (跳跃) from branch to branch, a very dangerous way to travel that relies on hand and eye working together and control over muscles.

Schruth argues that a primate that calls in a musical way is advertising that it has fine control over its vocal (声音的) muscles. This might have convinced other primates that the caller also had fine control over its body. His another research shows the species that leap the most tend to have more complicated calls, which the team jokingly named as ‘protomusical’.

Hagen, a worldwide famous scientist in this field, commented on the research: “Some people would not include what we see in primates and songbirds as music. But I do see a continuity between human music and primate vocalizations.”

Hagen doesn't think human music has a single, simple explanation. He argues that human ancestors originally used music-like vocalizations in two ways: groups vocalized together to send a signal of strength and unity to scare outsiders away, and mothers used vocalisations to communicate with babies. Also another idea: humans used music to strengthen social bonds.

All these ideas might be compatible, says Hagen. Protomusic could have evolved in primates both to attract companions and for territorial signaling. Later, as early humans began cooperating in large numbers, protomusic might have been repurposed so it could attract rather than frighten outsiders, while also strengthening social bonds within groups.

8. What is Schruth's finding?

- A. Primates have the most complex calls.
- B. Human ancestors leap around trees skillfully.
- C. Frequent movements sharpen early human calls.
- D. Complicated vocalizations result from more leaps.

9. What's Hagen's attitude to Schruth's research?

- A. Negative.
- B. Skeptical.
- C. Supportive.
- D. Cautious.

10. Which word can replace the underlined word in the last paragraph?

- A. Clever.
- B. Reasonable.
- C. Misleading.
- D. Contradictory.

11. What's the best title of the text?

- A. Repurposed functions of music
- B. Arguments on primates' evolution
- C. Origins of music linked to leaping
- D. Discoveries about the human origins

D

Most parents can remember the artful mix of excitement and anxiety accompanying the choice of their baby's name—it will follow the child his or her entire life. But the effect could be even more significant. In research recently published in the *Journal of Personality and Social Psychology*, our research team shows that the stereotype (模式思维) that a given society has of a first name can influence the way people look.

In eight studies, we found that participants shown ID-style photos of people they'd never met were able to recognize the first name of the described person well above the chance level. In other words, there is something about an Emily that...just looks like an Emily.

If an Emily really does look like an Emily, even a computer should be able to guess her true name. The computer was even able to produce a "heat map" for each name, a face with the

features that "betray" a person carrying that name shown in red or orange colors. How should we understand this effect? Until now, social psychologists knew that our facial appearance influences the extent to which others perceive us as attractive, intelligent, trustworthy or warm. These studies show that others' perceptions of our first name are reflected in our faces.

Interestingly, the face-name effect occurs even if we can only see the hair of a person. Our hair is possibly the part of our face that we control with the most ease. The fact that this alone can produce the face-name effect further illustrates the suspected self-fulfilling mechanism behind it.

Together, the eight studies suggest that we wear our social belonging on our face, and that we actively shape our features to be recognized by our reference group. Choosing baby names remains exciting. Whatever the first name you give to your child, he or she will end up wearing it.

12. What was the participants' assignment?

- A. To pick out ID-style photos they'd never met.
- B. To match strangers' photos with their names.
- C. To find out Emily from various ID photos.
- D. To perceive Emily's character.

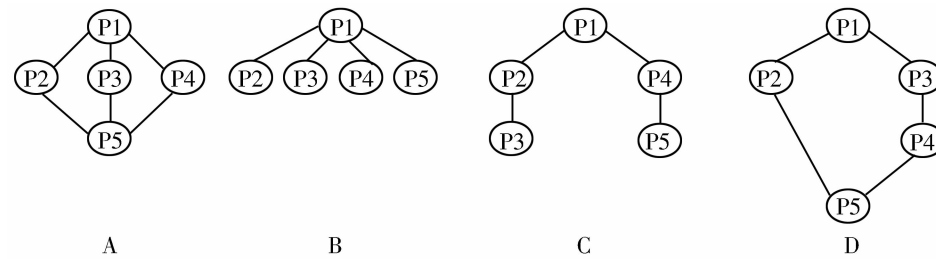
13. How is the "heat map" formed?

- A. By drawing a map for each name.
- B. By sorting out different faces in a map.
- C. By showing a person's face in different colors.
- D. By highlighting certain features in warm colors.

14. What is the face-name effect?

- A. People wear their character on their faces.
- B. Hairstyle accounts for a large part in appearance.
- C. A fixed idea of first names determines one's look.
- D. Social belonging is irrelevant to our facial features.

15. Which of the following shows the structure of the whole text?



(P=Paragraph)

第二节(共5小题;每小题2.5分,满分12.5分)

阅读下面短文,从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Your preschooler is painting with fingers. Trying to be encouraging, you ask her, “What are you making with this mix of colors?” and she shrugs(耸肩). Until you mentioned it, she hadn’t given it any thought. 16 They love the way it feels when they pour paint on paper, how it looks when they wildly drop glitter, and even the soft sound a brush makes as it crosses the page.

Most preschoolers aren’t self-conscious about what they’re doing or focused on creating a finished product. 17 But letting go—and allowing kids to enjoy the process of creation—can harvest big rewards. Children will be better off in the long run if they’re allowed just to be in the moment and express themselves.

Fostering(培养) creativity won’t just increase your child’s chances of becoming the next Picasso. 18 As kids use a paintbrush, their fine motor skills improve. By counting pieces and colors, they learn the basics of math. When children experiment with materials, they dive in science. Most important perhaps, when kids feel good while they are creating, art helps boost self-confidence.

19 Set up an art space where your kid can be free to experiment. Throw a drop cloth or a newspaper on top of your kitchen table or in the garage. If weather permits, let kids paint outside. Avoid giving directions. Don’t tell your kid what to make or how to make it. Instead of saying, “Paint a rainbow,” encourage her to “experiment with mixing colors using different types of brushes and paper.” When a child finishes a piece, don’t suggest additions or changes.

20

- A. So just prepare for a mess.
- B. Preschoolers like to be alone.
- C. Little kids are masters of the moment.
- D. That can be hard for parents to accept.
- E. Remember to warn them against their careless mistakes.
- F. You’re also helping him develop mentally, socially, and emotionally.
- G. Let your child feel her creation is enough—even if it’s just a dot on the page.

第二部分 语言运用(共两节,满分30分)

第一节 (共15小题;每小题1分,满分15分)

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

On January 14, 2012, Wesley Hamilton got shot outside an apartment but survived, suffering an injury that left him paralyzed(瘫痪) from the waist down. In the years 21 his injury, Hamilton said he became dangerously overweight, 22.

It was his daughter, Navaeh, who ultimately became his lifeline. The 23 inspired him to take control of his life.

He got admitted to community college and took a nutrition 24. He started a healthy eating practice and 25 weightlifting. He lost 100 pounds within a year.

For Hamilton, it was only the 26. Then he started Disabled But Not Really, and, through adaptive 27 training and nutrition coaching, helped dozens of disabled take their health back into their own hands and 28 above their limitations.

Hamilton developed an eight-week fitness program, and before the pandemic 29, participants would meet for one-hour group sessions twice a week as well as nutrition workshops.

When group classes were suspended 30 Covid-19, Hamilton said he was 31 to continuing to serve and support his program participants through 32 training sessions.

“People deserve to become a better 33 of themselves and have an overall better quality of life,” he said. “My purpose is to 34. And it’s to show people what happiness really looks like 35 the misfortunes that you have to face.”

- | | | | |
|--------------------|-----------------|----------------|------------------|
| 21. A. following | B. accompanying | C. covering | D. including |
| 22. A. embarrassed | B. ashamed | C. awkward | D. depressed |
| 23. A. faith | B. love | C. relief | D. guide |
| 24. A. course | B. experiment | C. restriction | D. scholarship |
| 25. A. set up | B. turned up | C. took up | D. made up |
| 26. A. option | B. challenge | C. beginning | D. trial |
| 27. A. physical | B. biological | C. spiritual | D. behavioral |
| 28. A. beat | B. arouse | C. act | D. rise |
| 29. A. settled | B. removed | C. hit | D. existed |
| 30. A. ahead of | B. because of | C. in case of | D. regardless of |
| 31. A. exposed | B. opposed | C. accustomed | D. committed |
| 32. A. urgent | B. private | C. public | D. secret |
| 33. A. profile | B. expectation | C. proof | D. version |
| 34. A. respond | B. inspire | C. admire | D. save |
| 35. A. despite | B. unlike | C. with | D. against |

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。

Skiing

Skiing is an extremely popular sport that is enjoyed worldwide. The oldest and most accurately documented evidence of skiing origin is found in modern day Norway and Sweden. 36 word “ski” comes from the Old Norse word “skie”, 37 (mean) split(劈开的) pieces of wood or firewood.

Skiing has evolved into two major different types:Alpine skiing and Nordic skiing. Alpine skiing,also 38 (refer) to as downhill skiing,perhaps is the most popular form of skiing. It originated in the European Alps,and is characterized by fixed-heel bindings(捆绑物) that attach at both the front and the heel(脚后跟) of the 39 (skier) boot. The boots are reinforced plastic that 40 (steady) hold the foot to the ski,and ski poles are used. Downhill skis vary 41 length and shape depending on the height of the player and the type of snow they will be skiing.

Nordic skiing,also known as “cross country” skiing, 42 (involve) skiing over flat ground. Most Nordic country skis are long and thin,allowing the weight of the skier 43 (distribute) quickly. Cross country skiers use poles to drive 44 (they) forward. Cross country boots are attached to the ski at the toe with a binding, 45 the heel remains free.

第三部分 写作(共两节,满分 40 分)

第一节 （满分 15 分)

本周二上午选修化生地组合的同学,因参观地质公园(geopark),需要调整上课时间,请你写一份英文通知告知你校留学生,内容包括:

- 1. 调整的原因;
- 2. 调整后的上课时间和地点。

注意:

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

Notice

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。

I am a proud mother of three children,my last little one being delivered in the middle of this pandemic. She was born in August and her name is Aida.

Shortly after having Aida,my mother-in-law Ann showed me something she learned from her friend’s mother in an art class she attended weekly. She had showed me how to knit(编织) a scarf. She showed me stitches(针) and gave me her half done project.

I spent a lot of time breastfeeding my sweet little girl,so I had some extra time to do something with my hands throughout the day. I enjoyed making the scarf so I purchased tons of yarn(线) since it was winter. I wanted to make scarves for my three children as Christmas gifts.

There was a new family that moved in down the street. The only daughter of the family was Jane,a shy girl ,aged 14,the same age of my oldest son David. It seemed that she came from a financially disadvantaged family,for she always wore old clothes. Worse still,in such cold days ,she had no more clothes to wear and trembled with cold.

Due to the pandemic,society was thrown into crisis mode. Schools were closed,food supplies and deliveries were suspended and children were stuck at home. In such discouraging times,however,they became good companions,talking and playing at home or around the houses.

It was dreadfully cold this winter. Every time David came back from outside,with red face,he always cried,“Mum,it is freezing outside!”Then,he came over to see whether I finished the scarf. I could tell how impatient he was to wear my scarf sooner! I had to speed the project to satisfy his expectation. But David comforted me saying he could wait a few days. What a kind and considerate boy he was! Then my great art project finally was accomplished on the morning ahead of Christmas.

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。

I wrapped the scarf around David’s neck.

Later that day David came back saying Jane also deserved a scarf.

高三英语参考答案及评分标准

2021. 4

第一部分 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)

1-5 BACBC 6-10 DDDCB 11-15 CBDAA

第二节(共5小题;每小题2.5分,满分12.5分)

16-20 CDFAG

第二部分 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)

21-25 ADBAC 26-30 CADCB 31-35 DBDBA

第二节 (共10小题;每小题1.5分,满分15分)

36. The 37. meaning 38. referred 39. skier's 40. steadily
41. in 42. involves 43. to be distributed/being distributed
44. themselves 45. but/while/and

第三部分 写作(共两节,满分40分)

第一节 (满分15分)

Notice

All the students whose electives include chemistry, biology and geography are informed that the geography class scheduled on Tuesday morning will be canceled due to an unexpected visit to the local geopark.

The headmaster's office has decided that the make-up class will be held at 14:00-17:00 pm this afternoon in the report hall of Shao Yifu Teaching Building. In order not to miss the make-up class, please be sure to notify each other before attending the class.

第二节 (满分25分)

I wrapped the scarf around David's neck. David's face lit up with joy. Stroking the scarf softly, David excitedly kissed me in the cheek, beaming at me "Thank you, Mum. This is the best gift I have ever received." Before I could say anything, he dashed out to join Jane with a spring in his step. I felt relieved and content as a mother, seeing David play happily outside, with the scarf sheltering him to brave the bone-chilling wind. Wearing a smile on my face, I continued my chores that morning.

Later that day David came back saying Jane also deserved a scarf. Obviously, David noticed Jane could hardly bear the freezing weather with worn-out clothes. "Can I give this to Jane as a Christmas gift?" David ventured in a low voice. Smilingly, I nodded. Seeing David rush into Jane's house with the scarf in his hand, I felt a burst of pride. I was happy that both of them received the best gift for Christmas. For Jane—a scarf to keep warm, and for David—a taste of happiness of giving.

应用文写作评分标准

一、评分原则

1. 本题总分为15分,按五个档次进行评分。
2. 评分时,应从内容、词汇语法和篇章结构三个方面考虑,具体为:
(1)对内容要点的覆盖情况以及表述的清楚程度和合理性。
(2)使用词汇和语法结构的准确性、恰当性和多样性。
(3)上下文的衔接和全文的连贯性。
3. 评分时,先根据作答的整体情况初步确定其所属档次,然后以该档次的要求来综合衡量,确定或调整档次,最后给分。
4. 评分时还应注意:
(1)词数少于60或多于100的,从总分中减去2分。
(2)单词拼写和标点符号是写作规范的重要方面,评分时应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。
(3)书写较差以致影响交际的,将分数降低一个档次。

二、内容要点

1. 调整的原因;
2. 调整后的上课时间和地点。

三、各档次的给分范围和要求

- 第五档:(13-15分)能写明全部要点;语言基本无误;行文连贯,表达清楚。
- 第四档:(10-12分)能写明全部或绝大部分要点;语言有少量错误;行文不够连贯,表达基本清楚。
- 第三档:(7-9分)能写明基本要点;语言虽有较多错误,但能基本达意。
- 第二档:(4-6分)能写出部分要点;语言错误多,影响意思表达。
- 第一档:(0-3分)只能写出一两个要点;语言错误很多,只有个别句子正确。

读后续写评分标准

一、评分原则

1. 本题总分为 25 分,按七个档次进行评分。
2. 评分时,应从内容、词汇语法和篇章结构三个方面考虑,具体为:

(1)续写内容的质量、完整性以及阅读原文情境的融洽度。

(2)所使用词汇和语法结构的准确性、恰当性和多样性。

(3)上下文的衔接和全文的连贯性。
3. 评分时,应先根据作答的整体情况确定其所属的档次,然后以该档次的要求来综合衡量,确定或调整档次,最后给分。
4. 评分时还应注意:

(1)词数少于 120 的,酌情扣分。

(2)书写较差以致影响交际的,酌情扣分。

(3)单词拼写和标点符号是写作规范的重要方面,评分时应视其对交际的影响程度予以考虑,英、美拼写及词汇用法均可接受。

二、各档次的给分范围和要求

档次	描述
第七档 (22—25 分)	——创造了新颖、丰富、合理的内容,富有逻辑性,续写完整,与原文情境融洽度高; ——使用了多样且恰当的词汇和语法结构,表达流畅,语言错误很少,且完全不影响理解; ——自然有效地使用了段落间、语句间衔接手段,全文结构清晰,前后呼应,意义连贯。
第六档 (18—21 分)	——创造了比较丰富、合理的内容,比较有逻辑性,续写比较完整,与原文情境融洽度较高; ——使用了比较多样且恰当的词汇和语法结构,表达比较流畅,有个别错误,但不影响理解; ——比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。
第五档 (15—17 分)	——创造了基本合理的内容,有一定的逻辑性,续写基本完整,与原文情境相关; ——使用了比较恰当的词汇和语法结构,表达方式不够多样性,表达有些许错误,但基本不影响理解; ——使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

第四档 (11—14 分)	——创造了基本完整的故事内容,但有的情节不够合理或逻辑性不强,与原文情境基本相关; ——使用了简单的词汇和语法结构,有部分语言错误和不恰当之处,个别部分影响理解; ——尚有语句衔接的意识,全文结构基本清晰,意义基本连贯。
第三档 (6—10 分)	——内容和逻辑上有一些重大问题,续写不够完整,与原文有一定程度脱节; ——所用的词汇有限,语法结构单调,错误较多且比较低级,影响理解; ——未能有效地使用语句间衔接手段,全文结构不够清晰,意义欠连贯。
第二档 (1—5 分)	——内容和逻辑上有较多重大问题,或有部分内容抄自原文,续写不完整,与原文情境基本脱节; ——所使用的词汇非常有限,语法结构单调,错误极多,严重影响理解; ——几乎没有使用语句间衔接手段,全文结构不清晰,意义不连贯。
第一档 (0 分)	——未作答;所写内容太少或无法看清以致无法评判;所写内容全部抄自原文或与题目要求完全不相关。