

# 2023—2024 学年高一年级阶段性测试(一)

## 英语·答案

### 听力原文

#### Text 1

W: Hi, Jack. Mr. Chen is my math teacher! I am so happy.

M: Lucky you. Ms. Wu is my history teacher. I hope that she is good.

W: She used to be my history teacher. Her class is very interesting. But I like music best.

#### Text 2

M: Hi, Becky. I'd like to join the Music Club. What about you?

W: I like cooking, so I can join the Cooking Club. Which club will Jenny join?

M: I think she'd like to join the Dance Club. She always practices dancing in her free time.

#### Text 3

W: Wow! What a beautiful place! It's so open. And the air here is so fresh.

M: Yes. You can have a great view of the whole city from here.

W: You're right. Look! There is a river running through the city.

#### Text 4

M: Hey, Susan. What do you plan to do this summer vacation?

W: I'll visit my grandparents first. Then I will spend most time volunteering. If I have more time, I'll read some books.

M: Wow, that sounds wonderful!

#### Text 5

M: OK, everyone, now I'm going to ask each of you to come up to the front of the classroom to introduce yourselves.

Let's get started. How about you, Lucy?

W: Hello, everyone. My name is Lucy. I am 16. I like playing the piano and going camping on weekends. Thank you.

M: OK. Next!

#### Text 6

W: Hi, what can I do for you?

M: Hi. My plane has been canceled, and I was wondering if you could help me book another plane.

W: I'd be happy to. May I see your passport and boarding card?

M: Yes. Here they are.

W: We have a plane to Los Angeles with a two-hour stop in Chicago that leaves at 1:30 p. m. Would you like to book a seat?

M: What time will I arrive in Los Angeles?

W: That plane is scheduled to arrive in Los Angeles at around 7:30 p. m.

M: OK. The ticket change is free, right?

W: Yes.

#### Text 7

M: Oh Mary, the math test is tomorrow! I'm really scared.

W: Don't worry, Jack. You will be fine! You got good grades in your last test.

M: Yes, but this is more difficult. I really don't feel good. Maybe I won't go to school tomorrow. I will stay in bed all day.

W: That won't help you. The teacher will find you on Wednesday and he will ask you to sit for the test.

M: That's true! But what can I do?

W: If you want, I will come to your home in the afternoon. We can practice math together. You won't find it difficult.

M: Thanks, Mary!

#### Text 8

M: Excuse me, do you mind if I sit here?

W: Of course not. Go ahead.

M: Thanks.

W: Where are you going?

M: I'm on my way to Nanjing. It used to take two hours. But now it can save passengers half an hour.

W: Yeah, it is because of the use of Fuxing bullet trains. They can reach 350km/h.

M: Wow! That's really amazing! Are you going to Nanjing, too?

W: No, I'm going to Hangzhou.

M: Really? I've been told many times that it's a very beautiful place, but I've never been there since I came to China two years ago.

W: Yes, it is really worth visiting. Are you American or English?

M: Well, actually, I come from Canada and I was invited by a Chinese university to teach Western culture. Oh, it's time for my train. Nice talking with you.

W: Goodbye! Have a good trip!

#### Text 9

W: Hey, mind if I join you?

M: Not at all. Nice to meet you. I'm Evan.

W: I'm Sarah, a friend of Cathy's. How do you know her?

M: We go to school together. I still remember how we met, actually. The teachers were trying to get everyone familiar with each other during the first week of middle school. So we were asked to do some activities to break the ice.

W: I've played that before. But it's a little embarrassing.

M: Yes. You have no idea! I ended up hurting Cathy in the eye by accident. I was so sorry for that. Then I decided to be nice to her after that. We became good friends, so now I'm glad it happened. How about you?

W: Our story isn't nearly as interesting as yours. Cathy and I played together as children. After I moved to a different middle school, we kept in touch.

M: I'm glad you did, or we'd never have met!

W: Me, too.

M: Now breaking the ice seems much easier than it was in middle school!

#### Text 10

W: It all started last fall when I packed my bags, hugged my family, and got onto a plane. For the next few months, I would call another place my home. I was going to be an exchange student in another country.

The first few weeks were difficult. I missed my home and the food was strange. However, the most difficult part was the language. It was hard to understand that even simple things like finding the right bus stop became big challenges. However, my host family was so kind and friendly that they helped me through it all.

As time passed, my language skills improved. I joined the school chess club, and a few days later, I made quite a

few friends. They taught me a lot about the local culture. My hosts taught me a lot, too. They treated me like part of the family. I helped them with housework. On weekends, they took me to many interesting places, which made my stay wonderful.

When my exchange began, I was shy and nervous. At the end, I felt braver and more independent. My exchange experience changed me and I will never forget it.

(共 20 小题;每小题 1.5 分,满分 30 分)

1—5 ABACB 6—10 CAACB 11—15 CBCCB 16—20 AACCC

(共 20 小题;每小题 2.5 分,满分 50 分)

文章大意:本文是一篇应用文。主题语境为人与社会及人与自我。文章主要介绍了两个夏令营的活动内容以及报名信息等内容。

21. 答案 B

命题透析 细节理解题。

思路点拨 根据第一个夏令营的描述及关键句“Campers will explore different making skills and through the design thinking model, use those skills to invent something for the purpose of selling.”可知,这个夏令营有助于提高孩子们的创造力。

22. 答案 D

命题透析 数字计算题。

思路点拨 根据文中的收费信息“Half Day AM or PM is \$140. // Full Day Camp is \$265.”可知,全天参加这两个夏令营需要花费  $265 \times 2 = 530$  美元。

23. 答案 D

命题透析 细节理解题。

思路点拨 根据文中信息“Camps are limited(限定) to 14 campers in total, so sign up before camps fill up!”可知,这两个夏令营都有人员数量限制。

文章大意:本文是一篇记叙文。主题语境为人与社会。文章主要讲述了两位小学老师 Raymond Nelson 和 Kenneth Joyner 建立俱乐部,帮助那些失去父亲的男孩们建立信心,树立正确人生目标的故事。

24. 答案 A

命题透析 细节理解题。

思路点拨 根据第一段中的“for boys with no father at home”可知,那些家里没有父亲的男孩可以参加这个俱乐部。

25. 答案 A

命题透析 细节理解题。

思路点拨 根据第二段的“He gets nearly 60 students together every Wednesday to join his club”可知,这个俱乐部的活动每周三举行一次。即每周举办一次。

26. 答案 B

命题透析 推理判断题。

思路点拨 根据第二段的“As the group's motto(格言) is ‘Look good, feel good, do good,’ the youngsters will turn up in their Sunday best.”以及第三段描述可知,Nelson 创建这个俱乐部的目的是帮助孩子们建立信心。

27. 答案 B

命题透析 推理判断题。

思路点拨 根据最后一段中的“in the club they discuss many topics, from hand-shaking to respecting their elders... Nelson renamed it ‘Boys with a Purpose’, which will surely give these young men a sense of direction in life.”可推知,Raymond Nelson 创办的这个俱乐部对参与者会产生深远的影响。

文章大意:本文是一篇说明文。主题语境为人与社会。文章介绍了一种新的旅行方式——慢旅行。

28. 答案 B

命题透析 细节理解题。

思路点拨 根据第一段的“Even on vacation, we always try to visit, do and taste as many things as possible in a new place or many places.”和第二段中的“because many times we pack so much into a very short time”可知,这是因为他们的日程总是很紧凑。

29. 答案 A

命题透析 推理判断题。

思路点拨 根据文章最后一段可知,La Carmina 认为慢旅行可以让人专注于作为一名游客在一个地方的感觉,可以去深入地感受一个地方。

30. 答案 D

命题透析 篇章结构题。

思路点拨 文章先是提出了慢旅行的概念,紧接着列举了两位专家的观点,最后又说了作者认为慢旅行在很多方面对人们是有好处的,由此推断接下来作者应该要继续写慢旅行的优点。

31. 答案 A

命题透析 推理判断题。

思路点拨 阅读本文可知,文章介绍了一种新的旅行方式——慢旅行。是关于生活的一个方面。

文章大意:本文是一篇说明文。主题语境为人与自我。文章主要就如何应对压力给学生们提供了几条建议。

32. 答案 D

命题透析 细节理解题。

思路点拨 根据第一段的“Some will become too quiet while some are likely to get angry easily.”可知,处于压力状态下的人容易发怒。因此 D 项突然朝朋友大声叫喊的女孩有可能是处于压力下的。

33. 答案 C

命题透析 词义猜测题。

思路点拨 联系后两句描述可知,此处表示其中之一是对所有计划和执行的活动制作检查清单的能力。这反过来会使学习更有效,避免不必要的压力。因此此处指“小组讨论有助于改善学习技巧。”

34. 答案 C

命题透析 段落大意题。

思路点拨 通读本段可知,本段主要讲述了饮食和睡眠对于减轻压力的影响,也就是健康的生活方式有助于减轻压力,最后一句只是对此的补充。

35. 答案 B

命题透析 标题归纳题。

思路点拨 通读本文可知,本文主要就如何应对压力给学生们提供了几条建议。因此选项 B“应对压力的方法”可为本文的最佳标题。

文章大意:本文是一篇说明文。主题语境为人与自我,人与社会。文中主要就如何给人留下良好的第一印象提出了几点建议。

36. 答案 C

命题透析 考查上下文衔接。

思路点拨 上一句提到了“你想给别人留下好印象吗?”下文就此提出了几点建议。因此选项 C“这里有一些策略可以帮助你。”承上启下,符合语境。

37. 答案 E

命题透析 考查上下文衔接。

思路点拨 上一句提到了“确保你的肢体语言有助于给别人留下好印象”。后两句就如何调整你的肢体语言给出了具体建议。选项 E“确保你的身体朝向对方。”承接上文,并与后两句构成并列关系,符合语境。

38. 答案 F

命题透析 考查上下文衔接。

思路点拨 上一句提到了“注意你的面部表情”,选项 F“例如,微笑可以帮助传达温暖和兴趣。”举例说明了微笑的作用,对上一句进一步解释说明,符合语境。

39. 答案 G

命题透析 考查上下文衔接。

思路点拨 上一句提到了“选择看起来整洁的服装。”选项 G“它会让你在结识新朋友时感到舒适和自信。”中的 It 指代上一句中提到的这件事,与上一句构成指代关系,符合语境。

40. 答案 A

命题透析 考查段落主题句。

思路点拨 根据本段中关键词“practice active listening”“Be truly interested in what they have to say”“Noticing the other person is also a great way”和“By paying much attention to the other person”可知,本段主要是告诉我们要对别人表现出足够的兴趣。因此选项 A“对他人表现出兴趣。”可作本段主题句。

(共 15 小题;每小题 1 分,满分 15 分)

文章大意:本文是一篇记叙文。主题语境为人与自我。文章主要讲述了美国一名高中生高中毕业之后被 54 所大学录取的故事。以此来告诉我们提前做好人生规划的重要性。

41. 答案 D

命题透析 考查形容词。

思路点拨 语境表示“她刚上高中二年级,上网课,没有很多事情做,”所以她应该是“有额外的时间”。

42. 答案 C

命题透析 考查动词。

思路点拨 她用额外的时间去研究她从乔治亚州亚特兰大的西湖高中毕业后,可能想上哪些大学和学院。

43. 答案 B

命题透析 考查副词。

思路点拨 最后,她列出了大约 70 所学校的名单。

44. 答案 A

命题透析 考查动词短语。

思路点拨 当她要申请大学的时候,她在四个月的时间里每天花三个小时填写申请表。

45. 答案 B

命题透析 考查名词。

思路点拨 她的邮箱里面充满了录取通知书。offer 原义指“提议,建议”,在此引申为“录取通知书”。

46. 答案 D

命题透析 考查动词。

思路点拨 她被 70 所学校中的 54 所录取了。

47. 答案 D

命题透析 考查动词。

思路点拨 她也得到了超过 130 万美元的奖学金。

48. 答案 C

命题透析 考查名词。

思路点拨 Brown 被 54 所大学录取,并收到超过 130 万美元的奖学金,这是一种很棒的感觉。

49. 答案 A

命题透析 考查名词。

思路点拨 Brown 在去 Duke 大学之前有另一个目标。

50. 答案 C

命题透析 考查名词。

思路点拨 她给学生们的建议是早点开始。

51. 答案 B

命题透析 考查动词。

思路点拨 联系上文“schools with top programs”可知,study 符合语境,意指“他们想学习什么”。

52. 答案 D

命题透析 考查动词。

思路点拨 花时间弄清楚那儿有什么。

53. 答案 C

命题透析 考查动词。

思路点拨 学生应该向大学提供一个关于他们是谁的概念。

54. 答案 A

命题透析 考查动词短语。

思路点拨 对于 Brown 来说,她专注于她的诗歌、她的舞台表演和她的领导力。

55. 答案 B

命题透析 考查动词。

思路点拨 这些(她的诗歌、她的舞台表演和她的领导力)引领她创建一个制作公司并为青少年们创建了一个播客。

(共 10 小题;每小题 1.5 分,满分 15 分)

文章大意:本文是一篇说明文。主题语境为人与自然。文中主要介绍了厦门市的名片之一——鼓浪屿,以及厦门市政府致力于保护传统文化遗产的情况。

56. 答案 is thought

命题透析 考查动词时态及语态。

思路点拨 语境表示:总的来说,这个小岛被当做厦门市和福建省的一个名片。主语 The little island 与 think of 之间为被动关系,且表示一般情况,故填 is thought。

57. 答案 its

命题透析 考查代词。

思路点拨 此处代词作定语,修饰 culture and education,因此用形容词性物主代词形式 its。

58. 答案 and

命题透析 考查连词。

思路点拨 根据句意可知,schools, hospitals, newspaper offices 与 libraries 为并列关系,故填并列连词 and。

59. 答案 the

命题透析 考查冠词。

思路点拨 in the late 1970s“在 20 世纪 70 年代末”。

60. 答案 tourists

命题透析 考查名词单复数。

思路点拨 tourist 为可数名词,且没有范围限制,故用复数形式。

61. 答案 protection

命题透析 考查词性转换。

思路点拨 分析句子结构可知,此空在句中作主语,指“对鼓浪屿的保护(工作)”,因此用 protect 的名词形式 protection。protection 是抽象名词,无单复数变化。

62. 答案 badly

命题透析 考查词性转换。

思路点拨 此处用副词作状语,修饰介词短语。

63. 答案 to repair

命题透析 考查非谓语动词。

思路点拨 decide to do sth. “决定做某事”。

64. 答案 traditional

命题透析 考查词性转换。

思路点拨 此处用形容词作定语修饰名词 instrument。

65. 答案 with

命题透析 考查介词。

思路点拨 along with “和……一起”。

写作第一节(满分15分)

One possible version:

Dear Ms. Brown,

I'm sorry to hear that you broke your leg last month. We students are very concerned about your health and hope you are much better now. I'm writing to tell you that some of our classmates want to visit you. I, together with John, Emily and Rose, plan to visit you this Sunday afternoon, and we will arrive at about 3 o'clock.

I also want to know whether our schedule is convenient for you. If you have any problems, please let us know, and we can arrange another time. Best wishes to you.

Yours,

Li Hua

评分原则

1. 本题总分为15分,按5个档次给分。

2. 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量,确定或调整档次,最后给分。

3. 词数少于60的,从总分中减去2分。

4. 评分时,应注意的主要内容为:内容要点、应用词汇和语法结构的丰富性和准确性、上下文的连贯性及语言的得体性。

5. 拼写与标点符号是语言准确性的一个方面,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。

6. 如书写较差,以至影响交际,将分数降低一个档次。

7. 内容要点可用不同方式表达,对紧扣主题的适当发挥不予扣分。

【各档次的给分范围和要求】

第五档:(13—15分)

1. 完全完成了试题规定的任务。

2. 覆盖所有内容要点。

3. 应用了较多的语法结构和词汇。
4. 语法结构或词汇方面有些许错误,但为尽力使用较复杂结构或较高级词汇所致;具备较强的语言运用能力。
5. 有效地使用了语句间的连接成分,使全文结构紧凑。
6. 完全达到了预期的写作目的。

#### 第四档:(10—12分)

1. 完全完成了试题规定的任务。
2. 虽漏掉1、2个次重点,但覆盖所有主要内容。
3. 应用的语法结构和词汇能满足任务的要求。
4. 语法结构或词汇方面应用基本准确,些许错误主要是因尝试较复杂语法结构或词汇所致。
5. 应用简单的语句间的连接成分,使全文结构紧凑。
6. 达到了预期的写作目的。

#### 第三档:(7—9分)

1. 基本完成了试题规定的任务。
2. 虽漏掉一些内容,但覆盖所有主要内容。
3. 应用的语法结构和词汇能满足任务的要求。
4. 有一些语法结构或词汇方面的错误,但不影响理解。
5. 应用简单的语句间的连接成分,使全文内容连贯。
6. 整体而言,基本达到了预期的写作目的。

#### 第二档:(4—6分)

1. 未恰当完成试题规定的任务。
2. 漏掉或未描述清楚一些主要内容,写了一些无关内容。
3. 语法结构单调、词汇知识有限。
4. 有一些语法结构或词汇方面的错误,影响了对写作内容的理解。
5. 较少使用语句间的连接成分,内容缺少连贯性。
6. 信息未能清楚地传达给读者。

#### 第一档:(1—3分)

1. 未完成试题规定的任务。
2. 明显遗漏主要内容,写了一些无关内容,原因可能是未理解试题要求。
3. 语法结构单调、词汇知识有限。
4. 较多语法结构或词汇方面的错误,影响对写作内容的理解。
5. 缺乏语句间的连接成分,内容不连贯。
6. 信息未能传达给读者。

#### 不得分:(0分)

未能传达给读者任何信息;内容太少,无法评判;所写内容均与所要求内容无关或所写内容无法看清。

#### 写作第二节(满分25分)

##### One possible version:

Feeling embarrassed, I whispered (低声说) with a bright red face, "Oh, it was nothing." But right away she said, "You're wrong, Jake. I get so mixed up when I work with these new computers. I've had such a wonderful expert right here in my classroom, and I didn't even know it! From now on you're going to be my special computer helper!" But the worst part hadn't happened yet. Mrs. Brown walked to the front of the room and said, "Class, if any of you has trouble with the computers during math time later, just ask Jake what to do."



I felt confident when hearing Mrs. Brown ask me to help the whole class. I made up my mind to be a real expert on computer like the one she said. So every afternoon after class, I spent half an hour in the library in searching for information about computer, and when I met something that I couldn't deal with, I would turn to Mrs. Reed for help. Three weeks later, when we had a computer class again, I volunteered to help other students who met problems. Thanks to Mrs. Brown, I have developed a great interest in computer.

### 评分原则

1. 本题总分为25分,按5个档次给分。
2. 评分时,先根据所续写短文的内容和语言初步确定其所属档次,然后以该档次的要求来衡量、确定或调整档次,最后给分。
3. 词数少于130的,从总分中减去2分。
4. 评分时,应主要从以下四个方面考虑:
  - (1)与所给短文及段落开头语的衔接程度;
  - (2)内容的丰富性;
  - (3)应用语法结构和词汇的丰富性和准确性;
  - (4)上下文的连贯性。
5. 拼写与标点符号是语言准确性的一个重要方面,评分时,应视其对交际的影响程度予以考虑。
6. 如书写较差以致影响交际,可将分数降低一个档次。

### 【各档次的给分范围和要求】

#### 第五档:(21—25分)

1. 与所给短文融洽度高,与所提供各段落开头语衔接合理。
2. 所使用语法结构和词汇丰富、准确,可能有些许错误,但完全不影响意义表达。
3. 有效地使用了语句间的连接成分,使所续写短文结构紧凑。

#### 第四档:(16—20分)

1. 与所给短文融洽度较高,与所提供各段落开头语衔接较为合理。
2. 所使用语法结构和词汇较为丰富、准确,可能有些许错误,但不影响意义表达。
3. 比较有效地使用了语句间的连接成分,使所续写短文结构紧凑。

#### 第三档:(11—15分)

1. 与所给短文关系较为密切,与所提供各段落开头语有一定程度的衔接。
2. 应用的语法结构和词汇能满足任务的要求,虽有一些错误,但不影响意义表达。
3. 应用简单的语句间连接成分,使全文内容连贯。

#### 第二档:(6—10分)

1. 与所给短文有一定的关系,与所提供各段落开头语有一定程度的衔接。
2. 语法结构单调,词汇项目有限,有些语法结构和词汇方面的错误,影响了意义的表达。
3. 较少使用语句间的连接成分,全文内容缺少连贯性。

#### 第一档:(1—5分)

1. 与所提供短文和开头语的衔接较差。
2. 语法结构单调,词汇项目很有限,有较多语法结构和词汇方面的错误,严重影响了意义的表达。
3. 缺乏语句间的连接成分,全文内容不连贯。

#### 不得分:(0分)

白卷、内容太少无法评判或所写内容与所提供内容无关。