

本溪市第一中学 2023-2024 学年高二下学期开学考试英语试卷

学校：_____ 姓名：_____ 班级：_____ 考号：_____

一、阅读理解

Top Coffee-producing Countries

Brazil

Back in the 18th century, Brazil started growing coffee. Now, around 300,000 coffee farmers in Brazil produce about 40% of the world's coffee. Arabica (阿拉比卡咖啡) takes up 70% of the coffee beans grown in the country. In Brazil, 3% of export income is from coffee beans. Brazilians are wild about drinking their coffee and consume it all day long.

Vietnam

Coffee found its way to Vietnam in the 1800s. Now coffee industry employs almost 3 million people. Most of Vietnam's coffee production is the less appreciated Robusta (罗布斯塔咖啡) variety. Because of that, most coffee beans grown in Vietnam are for instant coffee. Despite coffee's popularity as an export crop, the Vietnamese still prefer tea. They also make a famous Cappuccino (卡布奇诺咖啡) not found elsewhere—famous because it gets a dose of raw egg if that's to your liking.

Colombia

Coffee was introduced into Colombia in the early 1700s. In Colombia, about 2.3 million acres of land are planted with coffee. Coffee is the most important agricultural export. There are around 555,000 coffee growers in Colombia. The majority of Colombian coffee plantations are owned by families. Colombians typically start their morning with a tinto. It's a small cup of black coffee that's sweetened with sugar. They may add cinnamon or other spices to jazz it up.

Indonesia

Indonesia has a long coffee history that goes back to the 1600s, which has its share of ups and downs. In the late 19th century, the terrible coffee rust disease caused death to many of the high-quality coffee plants. To prevent this from happening again, Indonesia replanted with the disease-resistant Robusta coffee. Arabica beans still play a part in the Indonesian coffee market, representing about 25% of coffee beans grown there.

1. Which of the four countries started growing coffee earliest?

A. Brazil. B. Vietnam. C. Colombia. D. Indonesia.

2. What is special about Vietnam?

- A. A unique kind of coffee drink is made there.
- B. High-quality coffee beans are produced there.
- C. Coffee was produced for the home market there.
- D. Coffee planting met with problems in the 1990s there.

3. What do Brazil and Colombia have in common?

- A. Coffee exports are growing in both countries.
- B. They both have a coffee-loving population.
- C. They share the same number of coffee growers.
- D. Coffee farms are owned by families in both countries.

As a doctoral student, I served as a hostess for famous authors and illustrators when they came to participate in the Ohio State University Children's Literature Conference. I hosted such beloved creators of children's books as Nikki Grimes, Jerry Pinkney and James Ransome. I would stand at the airport, holding one of their books and waiting to pick them up and then drive them around town to places they needed to go and assist them during autograph sessions. After graduating from my university and accepting a position at Clemson University in 2003, I kept in touch with James Ransome.

In 2005 I received a grant from the government to conduct a family-literacy program. I wanted to see what would happen when I exposed ten African American families with children to books by and about African Americans. I provided each of the families with copies of seven books, five of which were illustrated by James.

The families participated in a series of five monthly workshops, and the final event was a presentation by James and an autograph session with him. I believed this event would be a meaningful way to end the program, by having a famous illustrator of children's literature come and talk about his work, especially because the families and I had read and responded to several of his books over the course of the five workshops.

James's visit was informative and enlightening for the families. A parent, Ashley, told me that she sent a note to her son's teacher about having participated in the program and loaned her son's autographed copies of James's books for the class to read. Looking back over my career, this family-literacy program is one of the accomplishments of which I am the proudest, and I am especially pleased that James was part of it.

4. How did the author come into contact with James?

- A. The author met him by accident at the airport.
- B. The author went to him to ask for an autograph.

- C. The author hosted him when he attended a conference.
- D. The author was introduced to him by a university professor.

5. What can be learned about James?

- A. He ran monthly workshops.
- B. He is an African American.
- C. He has written seven books.
- D. He graduated from Clemson University.

6. What did James do for the family-literacy program?

- A. He gave a talk to the families.
- B. He loaned his books to the families.
- C. He responded to the questions raised by the families.
- D. He asked the government to give financial support to the families.

7. What is Ashley's attitude towards James?

- A. Doubtful.
- B. Caring.
- C. Tolerant.
- D. Appreciative.

The Robbers Cave Experiment was part of a series of studies conducted by social psychologist Muzafer Sherif and his workmates in the 1940s and 1950s. The researchers divided boys at a summer camp into two groups, and they studied how conflict developed between them. They also investigated what did and didn't work to reduce group conflict. The boys were left in the dark about the experiment.

In the 1954 study, boys who were approximately 11~12 years old thought that they were participating in a typical summer camp, which took place at Robbers Cave State Park. However, the campers' parents knew that their children were actually participating in a research study.

The boys arrived at the camp in two separate groups: for the first part of the study, they spent time with members of their own group, without knowing that the other group existed. The groups chose names, the Eagles and the Rattlers.

After a short period of time, the boys became aware of the existence of the other group and began to speak negatively about the other group. Then the researchers arranged a competitive tournament between the groups, consisting of games such as baseball and tug-of-war and the relationship between the two groups quickly became tense. The campers rated their own group more positively than the rival (対立) group.

To determine the factors that could reduce group conflict, the researchers first brought the campers together for fun activities such as having a meal or watching a movie together.

However, this didn't work to reduce conflict.

Next, Sherif and his workmates tried having the two groups work on common goals. For example, the camp's water supply was cut off purposely by the researchers, and the Eagles and the Rattlers worked together to fix the problem. Working on shared goals eventually reduced conflict and friendships began to form with members of the other group. In the end, some of the campers requested that everyone from both groups take the bus home together, and one group bought drinks for the other group.

8. What can be inferred about the campers in the 1954 experiment?

- A. Their parents held something back from them.
- B. They were asked to take part in a social practice.
- C. They were participating in a typical summer camp.
- D. Their groups were formed by the names they chose.

9. What is the beginning of the boys' negative attitude to the other group?

- A. Being asked to rate the other group.
- B. Hearing negative remarks from the other group.
- C. Competing in a tournament against the other group.
- D. Becoming aware of the existence of the other group.

10. Why was the camp's water supply cut off?

- A. To cause a conflict between the two groups.
- B. To test the campers' problem-solving ability.
- C. To get the two groups to work for a common goal.
- D. To see how much the campers care about each other.

11. What can be a conclusion from Sherif's experiment?

- A. Fights between different groups are unavoidable.
- B. One should seek friendship with outgroup members.
- C. Fun activities are the best ways to reduce group conflict.
- D. Group members tend to turn against outgroup members.

For the history of life on Earth, organisms have relied on the light of the sun, moon, and stars to find their way and schedule their lives. While the beginning of electric lighting in the late 19th century may have benefited humans, it has caused problems in the natural world. Among the impacts of artificial light at night (ALAN), light pollution lures migrating birds to cities with shocking consequences, contributes to the alarming decline in insect populations, and convinces sea turtle babies to amble (缓行) away from the water instead of towards it.

Now, a new study from the University of Plymouth adds another disappointing finding about how ALAN is affecting the creatures with whom we share the planet: Light pollution from coastal cities can trick corals(珊瑚)into reproducing outside of the optimum times when they would normally reproduce.

Using a combination of light pollution data and spawning(产卵)observations, researchers were able to show for the first time that corals exposed to ALAN are spawning one to three days earlier and closer to the full moon compared to those on unlit corals. “That shift may reduce the survival and fertilization success of gametes(配子)and genetic connectivity between nearby lit and unlit coral systems,” they explain.

“Corals are among the most biodiverse, economically important, and threatened ecosystems on the planet,” write the authors of the study.

“Climate change has led to mass bleaching(褪色)events. Habitat destruction, fisheries, and pollution have reduced corals substantially since the 1950s,” they write, adding, “The complete loss of corals is anticipated over the next 100 years.”

If we want to reduce the harm ALAN is causing, we could perhaps look to delay the switching-on of night-time lighting in coastal regions to ensure the natural dark period between sunset and moonrise when coral reproduction remains undisturbed.

12. Why is the first paragraph written?

- A. To present the topic of the text.
- B. To advocate energy conservation.
- C. To explain a natural phenomenon.
- D. To provide background information.

13. What does the underlined word “optimum” in paragraph 2 mean?

- A. Possible.
- B. Appropriate.
- C. Flexible.
- D. Sensitive.

14. What is the researchers’ major concern over corals?

- A. Extinction.
- B. Losing value.
- C. Terrible diseases.
- D. Exposure to moonlight.

15. What can be a suitable title for the text?

- A. Creatures Rely on Natural Lights to Schedule Their Life
- B. Night-time Lighting Shortens Natural Dark Period
- C. Coastal Lights Trick Corals into Early Spawning
- D. Light Pollution Leads to Serious Consequences

二、七选五

16. Many significant international projects have considered how schooling might change to better match the changes that have taken place in the 21st century. ① _____ One is a shift in the meaning of knowledge, and the other is the need to build education systems based around what we now know about learning.

The term “knowledge age” or “knowledge economy” refers to a reorganization away from an Industrial Age economy, where exploitation (开采) of natural resources, primary production and mass production were the standard models for economic development. ② _____ This is achieved through the rapid creation of new knowledge and has become the basis for economic development. It is argued that education for the knowledge age must focus on the development of learners’ competences to deal with new situations and environments.

③ _____ Nor does it deny the need for obvious goals for students’ knowledge development. Rather, the future-focused education literature suggests we need to adopt a much more complex view of knowledge, one that incorporates knowing, doing and being. Alongside this we need to rethink our ideas about how our learning systems are organized, resourced and supported. Research clearly shows that people do not learn well as passive recipients (接受者) of pre-packaged, bite-sized pieces of knowledge. ④ _____

Although some of these principles are understood by many teachers, our education systems and practices are often set up in ways that do not support these principles to operate in practice. Teachers and school leaders are attempting paradigm (范式) shifts. ⑤ _____

A. There needs to be wider public support for them.

B. There are two important ideas that support this work.

C. This does not mean that knowledge no longer matters.

D. Good learning requires active engagement in the “whole game”.

E. We are required to prepare young people for the knowledge age.

F. This is possible only when active learning approaches are applied.

G. In the knowledge age, the ability to generate value is put in the first place.

三、完形填空 (15 空)

When I was a teenager, I volunteered to work at the water station at a 10,000m race. My job was to 1 water to the runners. I remember being so 2 to see all the different kinds of people who passed by and grabbed a cup of water. Some ran past, some walked past and a few wheeled past. I saw so many types of people doing it. I thought maybe I could do it too!

So the next year I 3 up for the race.

That first 10,000m race was quite an experience. I jogged, I walked, I jogged and I walked. 4, I didn't know if I could finish. Then came a defining (起决定性作用的) 5.

At one point near the end, a 70-year-old man ran past me, very, very fast, and I felt 6 because I was 50 years younger than he but I couldn't even keep up with him. I felt defeated for a second.

But then I 7 something. He was running his race and I was running mine. He had 8 abilities, experience, training and goals for himself. I had mine. Remember my goal was only to finish.

After a minute, it 9 me that this was a lesson I could draw from. I learned something about myself in that moment. I turned my embarrassment into 10.

I decided that I would not give up on running races. In fact, I would run even more races and I would learn how to train and prepare 11 and one day I would be one of those 70-year-old persons who were still running. As I crossed the finishing line, I was proud of my 12.

In life we all have those moments where we 13 ourselves to others. It's only natural. Don't allow those moments to 14 you. Turn them into motivation and let them inspire you. With the proper preparation and training, you can improve your result to 15 your goals in life.

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|-----|---------------|------------------|---------------|---------------|
| 17. | A.bring out | B.pass out | C.take out | D.pick out |
| 18. | A.excited | B.worried | C.concerned | D.anxious |
| 19. | A.gave | B.made | C.signed | D.dressed |
| 20. | A.At times | B.In time | C.In all | D.After all |
| 21. | A.victory | B.decision | C.moment | D.conclusion |
| 22. | A.embarrassed | B.annoyed | C.moved | D.thrilled |
| 23. | A.realized | B.lost | C.noticed | D.remembered |
| 24. | A.special | B.evident | C.common | D.different |
| 25. | A.worried | B.hit | C.reached | D.hurt |
| 26. | A.attraction | B.devotion | C.inspiration | D.expectation |
| 27. | A.slightly | B.hardly | C.clearly | D.properly |
| 28. | A.excitement | B.accomplishment | C.movement | D.judgment |
| 29. | A.introduce | B.relate | C.present | D.compare |

30. A.weaken B.wound C.amuse D.cheer

31. A.reserve B.deliver C.achieve D.abandon

四、短文填空

32. A museum showcasing the culture of the Grand Canal is expected to open in Beijing next week. Some 6,000 items or sets of exhibits① _____ (close) related to Beijing and the ancient canal are to be displayed.

“The Grand Canal Museum of Beijing, also called the Capital Museum East Branch, ② _____ (locate) in the Beijing Municipal Administrative Center and has③ _____ total floor area of 99,700 square meters,” said Feng Hao, who is④ _____ charge of museum collections at the Capital Museum.

With a daily capacity of 6,000 visitors, the new museum is designed⑤ _____ (combine) boats, sailing and water elements, showcasing the culture of the Grand Canal.

The exhibition area consists of basic, ⑥ _____ (theme), open, and temporary exhibition ⑦ _____ (section). “Visitors can enjoy an interactive experience ⑧ _____ (reflect) the themes of Beijing and the Grand Canal in the open exhibition section through⑨ _____ (digit) technology,” Feng said.

With a history of more than 2,500 years, the Grand Canal connects Beijing and Hangzhou in East China’s Zhejiang Province, ⑩ _____ served as a significant transportation route in ancient China.

五、书面表达

33. 假定你是李华，你的新西兰朋友 Paul 给你发邮件说他对中国成语感兴趣，想学习更多的中国成语。请你给他写一封邮件，内容包括：

1. 你对中国成语的认识；

2. 学习中国成语的建议。

注意：

1. 写作词数应为 80 个左右；

2. 请按如下格式在答题卡的相应位置作答。

Dear Paul,

Yours,

Li Hua

六、读后续写

34. 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。

As I walked along the sidewalk in front of Surplus Unlimited, a car that was about to change my life had just turned onto Route 82 from the CVS parking lot. I looked up and noticed the elderly couple in the car heading toward me. As the car rolled past, the driver suddenly collapsed against the steering wheel (方向盘) right in front of my eyes. His wife stared blankly out of the passenger side window. She was unaware that her car was now rolling—without a conscious driver—down the center of a busy road.

I began to jog alongside the moving car. My mind assessed the situation. Somebody needed to stop that car!

I reached forward, but there was nothing to grab. I pounded on her window. She looked confused. “Roll down the window!” I yelled, gesturing wildly. With the window down, I was able to grab the door frame. I pulled hard against the force of the moving vehicle. On the far side of the car, the traffic streamed by in the opposite direction. Cars passed one after another. Nobody slowed down. Nobody seemed to notice.

Thankfully, the driver’s foot must have slipped off the gas pedal (踏板) when he lost consciousness. I kept pulling, and the car began to slow.

Just then, a woman appeared from behind me. She ran alongside the driver side door. She opened the door and as the car was slowing, she managed to shift it out of “Drive”. A joyful “We did it!” feeling swept over me.

But the car was now stopped in the center lane (车道) with traffic still moving in both directions around us and we need to help this man. Quickly! The woman called 911 while I checked his vital signs. He was not breathing. He had no pulse. He had about five minutes until he was dead. CPR was needed in to time.

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。

In an instant, the man from t
doctor.”

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/778001131004006133>