

# 闵行区 2019 学年第一学期高三年级质量调研考试英语试卷

考生注意：

1. 考试时间 120 分钟，试卷满分 140 分。
2. 本次考试设试卷和答题纸两部分。所有答题必须涂（选择题）或写（非选择题）在答题纸上，做在试卷上一律不得分。
3. 答题前，务必在答题纸上填写准考证号和姓名。

## I. Listening Comprehension

### Section A

**Directions:** In Section A, you will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The conversations and the questions will be spoken only once. After you hear a conversation and the question about it, read the four possible answers on your paper, and decide which one is the best answer to the question you have heard.

1. A. At an art exhibit. B. In a bakery.  
C. In a painting studio. D. In a clothing store.
2. A. Visit her sister's house. B. Give the man a ride.  
C. Go to the train station. D. Check the time.
3. A. She should get pork and chicken. B. She is quite mixed up.  
C. She should get chicken and vegetables. D. She shouldn't eat any meat.
4. A. The man didn't fail by much. B. The man completely failed the exam.  
C. The man had a really high grade. D. The man's grade was low but passing.
5. A. It cost more than he thought it would. B. He would like to sell it.  
C. It isn't a very good one. D. He got it for a low price.
6. A. He is surprised that Matthew changed his mind.  
B. He wished he had asked Matthew before.  
C. Matthew wanted to leave in the morning.  
D. Matthew planned the party himself.
7. A. She'll work part-time at the banquet.  
B. She'll try to find a blanket for her guest.  
C. She's still looking for a guest speaker.  
D. She lives too far away to come to the dinner.

8. A. The teacher described what the students should do.  
B. The teacher would punish the students being late.  
C. The teacher required an outline.  
D. The teacher was late for the first class.
9. A. Be understanding toward the woman.  
B. Lower the woman's final grade.  
C. Work hard to get an extension.  
D. Expect the woman to finish her paper first.
10. A. She should have gone to Jane's presentation.  
B. Jane didn't appear nervous at all during her presentation.  
C. Jane needs to take more lessons in public speaking.  
D. She didn't understand Jane's presentation at all.

### Section B

**Directions:** *In Section B, you will hear two short passages and one longer conversation, and you will be asked several questions on each of the passages and the conversation. The passages and the conversation will be read twice, but the questions will be spoken only once. When you hear a question, read the four possible answers on your paper and decide which one would be the best answer to the question you have heard.*

**Questions 11 through 13 are based on the following passage.**

11. A. Animals yawn for a number of reasons.  
B. Yawning results only from fatigue or boredom.  
C. Human yawns are the same as those of other animals.  
D. Only social animals yawn.
12. A. When they are swimming.                      B. When they are quarreling.  
C. When they are socializing.                      D. When they are eating.
13. A. To exercise the jaw muscles.                      B. To eliminate boredom.  
C. To get greater strength for attacking.                      D. To gain more oxygen.

**Questions 14 through 16 are based on the following passage.**

14. A. Restart the speech as it has been planned.  
B. Ignore the mistakes.  
C. Make a wise apology.  
D. Stop for a moment and get the place right.
15. A. To illustrate good way to deliver a speech.

- B. To emphasize the importance of repetition.
- C. To indicate listeners' attention on the message itself.
- D. To warn people of the obvious mistakes in the speech.

16. A. How to Be a Perfect Speaker.                      B. How to Make a Perfect Speech.  
C. Don't Expect a Perfect Speech.                      D. Don't Forgive Mistakes in a Speech.

**Questions 17 through 20 are based on the following conversation.**

17. A. It was in the wrong size.                      B. It was dirty inside.  
C. It shrank a lot.                      D. It was the wrong color.
18. A. Change the sweater for a different one.  
B. Offer the man a free gift as compensation.  
C. Return the man's money.  
D. Talk about the matter with the manager.
19. A. Because the store is closing soon.  
B. Because the return period had passed.  
C. Because the man didn't have a receipt.  
D. Because the sweater was broken.
20. A. The man is able to exchange the sweater.  
B. The man left the store without the sweater.  
C. The woman gave the man a refund.  
D. The woman promised to raise the service quality.

## II. Grammar and vocabulary

### Section A

**Directions:** After reading the passage below, fill in the blanks to make the passage coherent and grammatically correct. For the blanks with a given word, fill in each blank with the proper form of the given word; for the other blanks, use one word that best fits each blank.

Marian Bechtel sits at West Palm Beach's Bar Louie counter by herself, quietly reading her e-book as she waits for her salad. What is she reading? None of your business! Lunch is Bechtel's "me" time. And (21)\_\_\_\_\_ more Americans, she's not alone.

A new report found 46 percent of meals are eaten alone in America. More than half (53%) have breakfast alone and nearly half (46%) have lunch by themselves. Only at dinnertime (22)\_\_\_\_\_ we eating together, 74%, according to statistics from the report.

"I prefer to go out and be out. Alone, but together, you know?" Bechtel said, (23)\_\_\_\_\_ (look) up from her book. Bechtel, who works in downtown West Palm Beach, has lunch with coworkers sometimes, but like many of us, too often (24)\_\_\_\_\_ (work) through lunch at her desk. A lunchtime escape allows her to keep a boss from tapping her on (25)\_\_\_\_\_

shoulder. She returns to work feeling energized. “Today, I just wanted some time to myself,” she said.

Just two seats over, Andrew Mazoleny, a local videographer, is finishing his lunch at the bar. He likes that he can sit and check his phone in peace or chat up the barkeeper with whom he’s on a first-name basis (26)\_\_\_\_\_ he wants to have a little interaction. “I reflect on (27)\_\_\_\_\_ my day’s gone and think about the rest of the week,” he said. “It’s a chance for self-reflection. You return to work (28)\_\_\_\_\_ (refresh) and with a plan.”

That freedom (29)\_\_\_\_\_ (choose) is one reason more people like to eat alone. There was a time when people may have felt awkward about asking for a table for one, but those days are over. Now, we have our smartphones to keep us company at the table. “It doesn’t feel as alone as it may have before all the advances in technology,” said Laurie Demeritt, (30)\_\_\_\_\_ company provided the statistics for the report.

## Section B

**Directions:** Fill in each blank with a proper word chosen from the box. Each word can be used only once. Note that there is one word more than you need.

|               |           |            |            |            |
|---------------|-----------|------------|------------|------------|
| A. modernity  | B. misery | C. instead | D. patent  | E. limits  |
| F. passionate | G. gifted | H. outlook | I. favored | J. blessed |
| K. exhausting |           |            |            |            |

Time: is there ever enough of it? In today’s modern world, most of us are 31 with so-called time-saving devices and technological advancements and work less both at the office and at home. But why do we still feel busier?

A study by Derek Thompson on the “myth” of being busy suggests that while 32 brought us convenience, it also brought us new headaches. Consider the idea of FOMO (fear of missing out). Knowing exactly what we’re missing out makes us feel guilty or anxious about the 33 of our time and our ability to use it effectively.

While being informed is important, it can lead to anxiety about keeping up with the times. If you find yourself unable to stop scrolling through Twitter, turn off the phone and take a mental break. Practice JOMO (joy of missing out), a(n) 34 on life that’s a direct contradiction to FOMO. Get rid of feelings of guilt and “shoulds” and replace them with mindfulness and living in the moment.

Another thing technology has 35 us is the *blurring* (难以区分) between work and downtime. While constant connection has made the workday much more flexible, it’s also harder to turn off at the end of the day. Always being “on” is a(n) 36 state of mind. Consider putting a hard stop on media and electronic devices an hour or two before bed.

Of course, if you want to move up the corporate ladder and get a bigger paycheck, working long hours has long been a 37 strategy. But if you don’t have passion for your job or care about what you do, you might just be working yourself into more 38.

People working the same hours feel completely different levels of time pressure depending on their passion. If most of the hours are spent doing something you don't feel 39 about, it's no wonder you start to feel out of control and anxious about your time. Taking back control of your time can ease this mental stress. Therefore, your time management goal shouldn't be to figure out how to do more, but 40 to figure out how to want less.

### III. Reading Comprehension

#### Section A

**Directions:** For each blank in the following passage there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.

The expression, "everybody's doing it," is very much at the center of the concept of peer pressure. It is a social influence applied on an individual in order to get that person to act or believe in a(n) 41 way as a larger group. This influence can be negative or positive, and can exist in both large and small groups.

People are social creatures by nature, and so it is hardly 42 that some part of their self-respect comes from the approval of others. This instinct explains why the approval of peers, and the fear of 43, is such a powerful force in many people's lives. This instinct drives people to dress one way at home and another way at work, or to answer a simple "fine" when a stranger asks "how are you?" even if it is not necessarily true. There is a(n) 44 aspect to this: it helps society to function efficiently, and encourages a general level of self-discipline that 45 day-to-day interaction between people.

For certain individuals, seeking social acceptance is so important that it becomes a(n) 46: in order to satisfy the desire, they may go so far as to 47 their sense of right and wrong. Teens and young adults may feel forced to use drugs, or join gangs that 48 criminal behavior. Mature adults may sometimes feel 49 to cover up illegal activity at the company where they work, or end up in debt because they are unable to hold back the desire to buy a house or car that they can't afford in an effort to 50 the peers.

However, peer pressure is not always negative. A student whose friends are good at 51 may be urged to work harder and get good grades. Players on a sports team may feel driven to play harder in order to help the team win. This type of 52 can also get a friend off drugs, or to help an adult take up a good habit or drop a bad one.

Although peer pressure is sometimes quite obvious, it can also be so 53 that a person may not even notice that it is affecting his or her behavior. For this reason, when making important decisions, simply going with a(n) 54 is risky. Instead, people should seriously consider why they feel drawn to taking a particular action, and whether the real 55 is simply that everyone else is doing the same thing.

41. A. traditional      B. similar      C. peculiar      D. opposite  
42. A. understandable      B. believable      C. acceptable      D. surprising

- |                       |                   |                |                  |
|-----------------------|-------------------|----------------|------------------|
| 43. A. disapproval    | B. failure        | C. absence     | D. independence  |
| 44. A. uncertain      | B. practical      | C. impossible  | D. vague         |
| 45. A. promotes       | B. prevents       | C. simplifies  | D. increases     |
| 46. A. challenge      | B. inspiration    | C. promise     | D. addiction     |
| 47. A. recognize      | B. abandon        | C. decrease    | D. define        |
| 48. A. avoid          | B. encourage      | C. decline     | D. punish        |
| 49. A. pressured      | B. respected      | C. delighted   | D. regretted     |
| 50. A. catch sight of | B. stay away from | C. make fun of | D. keep up with  |
| 51. A. competitions   | B. interaction    | C. academics   | D. adaptation    |
| 52. A. knowledge      | B. interest       | C. assistance  | D. influence     |
| 53. A. abstract       | B. ridiculous     | C. subtle      | D. reasonable    |
| 54. A. consciousness  | B. motivation     | C. instinct    | D. encouragement |
| 55. A. motivation     | B. danger         | C. support     | D. achievement   |

## Section B

**Directions:** Read the following three passages. Each passage is followed by several questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the one that fits best according to the information given in the passage you have just read.

### (A)

“You can use me as a last *resort* (选择), and if nobody else volunteers, then I will do it.” This was an actual reply from a parent after I put out a request for volunteers for my kids’ *lacrosse* (长曲棍球) club.

I guess that there’s probably some demanding work schedule, or social anxiety around stepping up to help for an unknown sport. She may just need a little persuading. So I try again and tug at the heartstrings. I mention the single parent with four kids running the show and I talk about the dad coaching a team that his kids aren’t even on... At this point the unwilling parent speaks up, “Alright. Yes, I’ll do it.”

I’m secretly relieved because I know there’s real power in sharing volunteer responsibilities among many. The unwilling parent organizes the meal schedule, sends out emails, and collects money for end-of-season gifts. Somewhere along the way, the same parent ends up becoming an invaluable member of the team. The coach is able to focus on the kids while the other parents are relieved to be off the hook for another season. Handing out sliced oranges to bloodthirsty kids can be as exciting as watching your own kid score a goal.

Still, most of us volunteers breathe a sigh of relief when the season comes to a close. That relief is coupled with a deep understanding of why the same people keep coming back for more: Connecting to the community as you freely give your time, money, skills, or services provides a real joy. Volunteering just feels so good.

In that sense, I’m pretty sure volunteering is more of a selfish act than I’d freely like to admit. However, if others benefit in the process, and I get some reward too, does it really matter where

my motivation lies?

56. What can we infer about the parent from her reply in paragraph 1?

- A. She knows little about the club.
- B. She isn't good at sports.
- C. She just doesn't want to volunteer.
- D. She's unable to meet her schedule.

57. What does the underlined phrase "tug at the heartstrings" in paragraph 2 mean?

- A. Encourage team work.
- B. Appeal to feelings.
- C. Promote good deeds.
- D. Provide advice.

58. What can we learn about the parent from paragraph 3?

- A. She gets interested in lacrosse.
- B. She is proud of her kids.
- C. She'll work for another season.
- D. She becomes a good helper.

59. Why does the writer like doing volunteer work?

- A. It gives her a sense of duty.
- B. It makes her very happy.
- C. It enables her to work hard.
- D. It brings her material rewards.

(B)

*(You may read the questions first.)*

### **History Fair Competition**

Understanding history is vital to understanding ourselves as a people and as a nation.

History is much more than the study of dusty old objects and events long past. It is an essential part of who we are today and who we will become. Thornton Middle School History Fair Competition makes understanding history exciting, engaging, and fun !

#### **This Year's Theme**

All participants must address how communication or transportation technology has promoted the quality of life for Americans throughout history. To many people, technology means computers, hand-held devices, or vehicles that travel to distant planets. However, technology is also the application of scientific knowledge to solve a problem, touching lives in countless ways.

#### **Individuals or groups may enter one of the following categories:**

- Performance
- Documentary
- Essay Writing

#### **Category Requirements**

Performance: A dramatic presentation of the topic no more than 10 minutes long. If special clothes are used, they should truly represent a given period.

Documentary: A visual presentation (such as a video, slide show, or computer project) no more than 10 minutes long. A desktop computer, screen, projector, and loudspeakers will be available. Students must provide their presentations on CDs before Friday, March 23.

Essay Writing: An academic paper of 2,000 to 2,500 words. No illustrations are allowed. Please do not include covers. A list of references must be included.

#### **Important Dates**

- |             |  |
|-------------|--|
| January 5   | Submit a topic proposal to your history teacher. The teacher may require a second proposal if the first is off-topic or unclear. |
| February 5  | Submit a first draft of your essay, performance script, or documentary highlights.   |
| February 19 | A committee of teachers will evaluate materials and give opinions. Students then have an opportunity to improve their products.  |
| March 9     | Submit a final draft of your essay.  |
| March 15    | Performance and documentary committee preview  |
| March 24    | Thornton Middle School History Fair Competition  |
|             | 7: 00 A.M.—9: 00A.M. Participants signing in at the gym  |
|             | 10: 00 A.M. —6: 00P.M. Competition and judges' review  |
|             | 7: 00 P.M. Awards ceremony   |

60. What is the theme of this year's competition?

- A. Technology advances science.
- B. Science interacts with technology.



- C. Science has made the study of history easy.  
D. Technology has improved the life of Americans.
61. What would a participant have to do with an essay of 1,500 words to meet the category requirement?  
A. Include more information in the essay.    B. Remove the references.  
C. Provide a cover for the essay.    D. Explain the details with illustrations.
62. What will the committee of teachers do on February 19?  
A. Preview performances and documentaries.  
B. Make comments on the materials.  
C. Improve the participant's first draft.  
D. Collect a second proposal from the participant.

(C)

When prehistoric man arrived in new parts of the world, something strange happened to the large animals. They suddenly became extinct. Smaller species survived. The large, slow-growing animals were easy game, and were quickly hunted to extinction. Now something similar could be happening in the oceans.

That the seas are being overfished has been known for years. What researchers such as Ransom Myers and Boris Worm have shown is just how fast things are changing. They have looked at half a century of data from fisheries around the world. Their methods do not attempt to estimate the actual biomass (the amount of living biological matter) of fish species in particular parts of the ocean, but rather changes in that biomass over time. According to their latest paper published in *Nature*, the biomass of large predators (animals that kill and eat other animals) in a new fishery is reduced on average by 80% within 15 years of the start of exploitation. In some long-fished areas, it has halved again since then.

Dr. Worm acknowledges that the figures are conservative. One reason for this is that fishing technology has improved. Today's *vessels* (船) can find their prey using satellites and sonar, which were not available 50 years ago. That means a higher proportion of what is in the sea is being caught, so the real difference between present and past is likely to be worse than the one recorded by changes in catch sizes. In the early days, too, *longlines* (多钩长线) would have been more filled with fish. Some individuals would therefore not have been caught, since no *baited hooks* (带饵钩) would have been available to trap them, leading to an underestimate of fish stocks in the past. Furthermore, in the early days of longline fishing, a lot of fish were lost to sharks after they had been hooked. That is no longer a problem, because there are fewer sharks around now.

Dr. Myers and Dr. Worm argue that their work gives a correct baseline, which future management efforts must take into account. They believe the data support an idea current among marine biologists, that of the "shifting baseline". The idea is that people have failed to detect the massive changes which have happened in the ocean because they have been looking back only a relatively short time into the past. That matters because theory suggests that the maximum

sustainable *yield* (产量) that can be cropped from a fishery comes when the biomass of a target species is about 50% of its original levels. Most fisheries are well below that, which is a bad way to do business.

63. The extinction of large prehistoric animals is noted to suggest that \_\_\_\_\_.  
A. large animals were easily hurt in the changing environment  
B. small species survived as large animals disappeared  
C. large sea animals may face the same threat today  
D. slow-growing fish outlive fast-growing ones
64. By saying these figures are conservative, Dr. Worm means that \_\_\_\_\_.  
A. fishing technology has improved rapidly  
B. the catch-sizes are actually smaller than recorded  
C. the marine biomass has suffered a greater loss  
D. the data collected so far are out of date
65. Dr. Myers and other researchers hold that \_\_\_\_\_.  
A. people should look for a baseline that can't work for a longer time  
B. fisheries should keep the yield below 50% of the biomass  
C. the ocean biomass should restore its original level  
D. people should adjust the fishing baseline to changing situation
66. The writer seems to be mainly concerned with most fisheries' \_\_\_\_\_.  
A. biomass level  
B. management efficiency  
C. catch-size limits  
D. technological application

## Section C

**Directions:** Read the passage carefully. Fill in each blank with a proper sentence given in the box. Each sentence can be used only once. Note that there are two more sentences than you need.

- A. This can affect your work.
- B. So how should you motivate yourself?
- C. However, this should not discourage you.
- D. So why should we try to set specific goals?
- E. Without motivation, you can neither set a goal nor reach it.
- F. Motivation is what you need most to do a good job.

Imagine a child standing on a diving board four feet high and asking himself the question: “Should I jump?” This is what motivation or the lack of it can do. Motivation and goal setting are the two sides of the same coin. 67 Like the child on the diving board, you will stay undecided.

68 More than that, how should you stay motivated to achieve the goal? First, you need to evaluate yourself, your values, your strengths, your weaknesses, your achievements, your desires, etc. Only then should you set your goals.

You also need to judge the quality and depth of your motivation. This is quite important, because it is directly related to your commitment. There are times when your heart is not in your work. 69 So, slow down and think what you really want to do at that moment. Clarity of thoughts can help you move forward.

Another way of setting realistic goals is to analyze your short and long term objectives, keeping in mind your beliefs, values and strengths. Remember that goals are flexible. They can change according to circumstances. They also need to be measurable. You must keep these points in mind while setting your goals.

Your personal circumstances are equally important. For example, you may want to be a Pilot but can’t become one because your eyesight is not good enough. 70 You should reassess your goals, and motivate yourself to set a fresh goal.

You will surely need to overcome some difficulties, some planned, but most unplanned. You cannot overcome them without ample motivation. Make sure that you plan for these difficulties at the time of setting your goals.

## IV. Summary Writing

**Directions:** Read the following passage. Summarize the main idea and the main point(s) of the passage in no more than 60 words. Use your own words as far as possible.

Parents everywhere praise their kids. Jenn Berman, author of *The A to Z Guide to Raising Happy and Confident Kids*, says, “We’ve gone to the opposite extreme of a few decades ago when parents tended to be more strict.” By giving kids a lot of praise, parents think they’re building their children’s confidence, when, in fact, it may be just the opposite. Too much praise can backfire and, when given in a way that’s insincere, make kids afraid to try new things or take a risk for fear of not being able to stay on top where their parents’ praise has put them.

Still, don't go too far in the other direction. Not giving enough praise can be just as damaging as giving too much. Kids will feel like they're not good enough or that you don't care and, as a result, may see no point in trying hard for their accomplishments.

So what is the right amount of praise? Experts say that the quality of praise is more important than the quantity. If praise is sincere and focused on the effort not the outcome, you can give it as often as your child does something that deserves a verbal reward. "We should especially recognize our children's efforts to push themselves and work hard to achieve a goal," says Donahue, author of *Parenting Without Fear: Letting Go of Worry and Focusing on What Really Matters*. "One thing to remember is that it's the process not the end product that matters."

Your son may not be the best basketball player on his team. But if he's out there every day and playing hard, you should praise his effort regardless of whether his team wins or loses. Praising the effort and not the outcome can also mean recognizing your child when she has worked hard to clean the yard, cook dinner, or finish a book report. But whatever it is, praise should be *proportionate* (相称的) to the amount of effort your child has put into it.

## V. Translation

**Directions:** Translate the following sentences into English, using the words given in the brackets.

72. 他每次进城都给女儿带礼物。(without)
73. 你能否得到这工作应该与你的年龄无关。(difference)
74. 老师让我代表学校致辞，欢迎在座的贵宾们。(arrange)
75. 这家公司正是因为不重视产品更新换代，忽视售后服务，才逐步被市场淘汰的。
- (It was because...)

## VI. Guided Writing

**Directions:** Write an English composition in 120-150 words according to the instructions given below in Chinese.

假设你是明启中学的李华，你校外籍教师Chris 将在文化周期间做一个有关西方艺术的讲座，现就讲座内容征求你校学生的意见。请给Chris写一封电子邮件，邮件必须包含以下内容

- 你喜欢的讲座话题（从音乐、美术、舞蹈、戏剧中任选其一）；
- 选择该话题的原因及关于该话题你感兴趣的内容；
- 希望从中有何收获。

答题纸

姓名：\_\_\_\_\_ 班级：\_\_\_\_\_ 学号：\_\_\_\_\_

Grammar and Vocabulary

21. \_\_\_\_\_ 22. \_\_\_\_\_

23. \_\_\_\_\_ 24. \_\_\_\_\_

25. \_\_\_\_\_ 26. \_\_\_\_\_

27. \_\_\_\_\_ 28. \_\_\_\_\_

29. \_\_\_\_\_ 30. \_\_\_\_\_

Summary

|       |       |       |       |       |       |
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## Translation

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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[illegible]

[illegible]