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| 2022-01-13顾轶洋英语个人组卷1 |

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| **知识点讲解**1小题 |

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|  | 卍卍Twenty-one years ago, my husband gave me Sam, an eight-week-old schnauzer (雪纳瑞犬) , to help ease the loss of our daughter. Sam and I developed a very special bond over the next years.  卍卍At one point, my husband and I decided to move to a new home in New Jersey. Our neighbor, whose cat had recently had kittens, asked if we would like one. We were a little apprehensive about Sam’s jealousy and how he would handle his turf (地盘) being invaded, but we decided to risk it.  卍卍We picked a little, gray, playful ball of Fur. She raced around chasing imaginary mice and squirrels and jumped from table to chair in the blink of an eye, so we named her Lightning.  卍卍At first, Sam and Lightning were very cautious with each other and kept their distance. But slowly, Lightning started following Sam — up the stairs, down the stairs, into the kitchen. Later, when they slept, it was always together; when they ate, it was always next to each other. When I took either one out, the other was always waiting by the door when we returned. That was the way it was for years.  卍卍Then, without any warning, Sam was diagnosed as having a weak heart. I had no other choice but to have him put down. The pain was nothing compared with what I experienced when I had to walk into our house alone. This time, there was no Sam for Lightning to greet and no way to explain why she would never see her friend again.  卍卍In the following days, Lightning seemed heart-broken. I could see the disappointment in her eyes whenever anyone opened the front door, or the hope whenever she heard a dog bark.  卍卍One day as I walked into our living room, I happened to see Lightning was lying next to the sculptured replica (复制品) of Sam that we had bought a few years ago, one arm wrapped around the statue’s neck, contentedly sleeping with her best friend.  (1) What does the underlined word “apprehensive” in paragraph 2 mean?   |  |  | | --- | --- | | A．Shocked. | B．Curious. |  |  |  | | --- | --- | | C．Worried. | D．Eager. |   (2) How did Sam get along with Lightning at first?  A．Lightning followed Sam everywhere it went.  B．They fought with each other fiercely.  C．They kept a certain distance from each other.  D．Sam was unfriendly to Lightning.  (3) What can we infer from the text?  A．Lightning knew Sam had died.  B．Sam means a lot to Lightning.  C．We took Lightning home to accompany Sam.  D．Sam came back to stay with Lightning again.  (4) What can be the best title of the text?  A．The Friendship between Sam and Lightning  B．The Coming of Sam and Lightning  C．The Death of Sam to Lightning  D．The Importance of Sam to Us |

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| **阅读理解**3小题 |

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| 2. | （2018·全国2卷·高考） GE2018NQGGKZT2J\_1612\_20210823\_001 |
|  | **Summer Activities**  **卐卐**Students should read the list with their parents/careers, and select two activities they would like to do. Forms will be available in school and online for them to indicate their choices and return to school. Before choices are finalised, parents/careers will be asked to sign to confirm their child’s choices.  ①**Activity: Outdoor Adventure (OUT)**  **Description:** Take yourself out of your comfort zone for a week, discover new personal qualities, and learn new skills. You will be able to take part in a number of activities from canoeing to wild camping on Dartmoor. Learn rock climbing and work as a team, and enjoy the great outdoor environment.  **Member of staff:** Mr. Clemens  **Cost:** £140  **-----------------------------------------------------------------------------------------------------------------**  ②**Activity:** WWI Battlefields and Paris (WBP)  **Description:** On Monday we travel to London. After staying overnight in London, we travel on Day 2 to northern France to visit the World War I battlefields. On Day 3 we cross into Belgium. Thursday sees us make the short journey to Paris where we will visit Disneyland Paris park, staying until late to see the parade and the fireworks. Our final day, Friday, sees us visit central Paris and tour the main sights.  **Member of staff:** Mrs. Milson  **Cost:** £425  **-----------------------------------------------------------------------------------------------------------------**  ③**Activity:** Crafty Foxes (CRF)  **Description:** Four days of product design centred around textiles. Making lovely objects using recycled and made materials. Bags, cushions and decorations...Learn skills and leave with modern and unusual textiles.  **Member of staff:** Mrs. Goode  **Cost:** £30  **-----------------------------------------------------------------------------------------------------------------**  ④**Activity:** Potty about Potter (POT)  **Description:** Visit Warner Bros Studio, shop stop to buy picnic, stay overnight in an approved Youth Hostel in Streatley-on -Thames, guided tour of Oxford to see the film locations, picnic lunch outside Oxford’s Christchurch, boating on the River Cherwell through the University Parks, before heading back to Exeter.  **Member of staff:** Miss Drake  **Cost:** £150  (1) Which activity will you choose if you want to go camping?  A．OUT.  B．WBP.  C．CRF.  D．POT.  (2) What will the students do on Tuesday with Mrs. Wilson?  A．Travel to London.  B．See a parade and fireworks.  C．Tour central Paris.  D．Visit the WWI battlefields.  (3) How long does Potty about Potter last?  A．Two days.  B．Four days.  C．Five days.  D．One week. |

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| 3. | （2019·全国2卷·高考） GE2019NQGGKZT2J\_1612\_20210823\_004 |
|  | **卐卐**Bacteria are an annoying problem for astronauts. The microorganisms (微生物) from our bodies grow uncontrollably on surfaces of the International Space Station, so astronauts spend hours cleaning them up each week. How is NASA overcoming this very tiny big problem? It’s turning to a bunch of high school kids. But not just any kids. It depending on NASA HUNCH high school class, like the one science teachers Gene Gordon and Donna Himmelberg lead at Fairport High School in Fairport, New York.  卐卐HUNCH is designed to connect high school classrooms with NASA engineers. For the past two years, Gordon’s students have been studying ways to kill bacteria in zero gravity, and they think they’re close to a solution (解决方案). “We don’t give the students any breaks. They have to do it just like NASA engineers,” says Florence Gold, a project manager.  卐卐“There are no tests,” Gordon says. “There is no graded homework. There almost are no grades, other than ‘Are you working towards your goal?’ Basically, it’s ‘I’ve got to produce this product and then, at the end of year, present it to NASA.’ Engineers come and really do an in-person review, and…it’s not a very nice thing at time. It’s a hard business review of your product.”  卐卐Gordon says the HUNCH program has an impact (影响) on college admissions and practical life skills. “These kids are so absorbed in their studies that I just sit back. I don’t teach.” And that annoying bacteria? Gordon says his students are emailing daily with NASA engineers about the problem, readying a workable solution to test in space.  (1) What do we know about the bacteria in the International Space Station?  A．They are hard to get rid of.  B．They lead to air pollution.  C．They appear different forms.  D．They damage the instruments.  (2) What is the purpose of the HUNCH program?  A．To strengthen teacher-student relationships.  B．To sharpen students’ communication skills.  C．To allow students to experience zero gravity.  D．To link space technology with school education  (3) What do the NASA engineers do for the students in the program?  A．Check their product.  B．Guide project designs  C．Adjust work schedules.  D．Grade their homework.  (4) What is the best title for the text?  A．NASA: The Home of Astronauts.  B．Space: The Final Homework Frontier.  C．Nature: An Outdoor Classroom.  D．HUNCH: A College Admission Reform. |

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| 4. | (2019·河北保定·高考一模) GEQG2019ADMX040 |
|  | 卍卍The blue planet is going green. Since the 1980s, satellite images have shown that leafy cover across the globe has grown by 2. 3 percent per decade. A new study, published on February 11 in Nature Sustainability, helps explain why. One main driver is the “fertilization (施肥) effect”, brought about by humans burning fossil fuels. As CO2 increases in the atmosphere, this increases photosynthesis (光合作用) — as long as water, light, and nutrients are not limited. When plants take up more of the gas, they produce more food and new leaves.  卍卍But researchers also found another cause for the change in color: planting more crops and trees. China and India, the two most populous countries on Earth, have contributed about a third of the greening seen since 2000, mainly in the form of forests and farms.  卍卍In this most recent paper, scientists at Boston University took a closerlook at this greening trend. They used data from NASA’s Moderate Resolution Imaging Spectroradiometer (光谱辐射计) , or MODIS, which uses advanced satellite technology to document the Earth’s surface on a near-daily basis. From 2000 to 2017, the researchers looked at the change in greenness in plant-covered regions, including croplands, forests, and grasslands.  卍卍The satellite data showed that globally, one-third of plant-covered areas are greening, while only five percent are browning. “Human land use management in many regions is more important than those indirect factors [ of climate change and CO2 fertilization ], ” says Chi Chen, lead author of the study. “China and India, two developing countries, contribute the most in the increase in leaf area. ” According to the study, the two nations contributed more greening relative to their plant-covered area than other countries.  卍卍While only 6. 6 percent of the world’s vegetated area is in China, the country is responsible for 25 percent of the increase in global greening. The study found that most of China’s greening occurred in its forests, with croplands also contributing.  (1) How is the text mainly organized?   |  |  | | --- | --- | | A．By listing facts and data. | B．By making contrast. |  |  |  | | --- | --- | | C．By giving examples. | D．By displaying time order. |   (2) What does Chi Chen think is the direct factor of the global greening?   |  |  | | --- | --- | | A．H umans burning fossilfuels. | B．Humans planting. |  |  |  | | --- | --- | | C．The CO2 fertilization. | D．The climate change. |   (3) According to the study, what contributes most to the increase of global greening?  A．China’s forests and grasslands.  B．India’s forests and farmlands.  C．China’s and India’s grasslands and croplands.  D．China’s and India’s forests and croplands.  (4) What can be the best title for the text?  A．A New Study on Earth  B．The Change in Greeeness on Earth  C．Why Our Blue Planet Is Getting Greener?  D．Who Is Responsible for the Increase in Global Greening?  (1) How is the text mainly organized?   |  |  | | --- | --- | | A．By listing facts and data. | B．By making contrast. |  |  |  | | --- | --- | | C．By giving examples. | D．By displaying time order. |   (2) What does Chi Chen think is the direct factor of the global greening?   |  |  | | --- | --- | | A．H umans burning fossilfuels. | B．Humans planting. |  |  |  | | --- | --- | | C．The CO2 fertilization. | D．The climate change. |   (3) According to the study, what contributes most to the increase of global greening?  A．China’s forests and grasslands.  B．India’s forests and farmlands.  C．China’s and India’s grasslands and croplands.  D．China’s and India’s forests and croplands.  (4) What can be the best title for the text?  A．A New Study on Earth  B．The Change in Greeeness on Earth  C．Why Our Blue Planet Is Getting Greener?  D．Who Is Responsible for the Increase in Global Greening? |

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| **完形填空**2小题 |

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| 5. | (醍醐灌顶·上海） GE10GEGYWXTK002\_51434\_20210730\_ht2X3M2kWK |
|  | Leif Erickson reached North America around the year 1000, but the attempt to explore was started slowly. It would be five centuries \_\_\_\_\_\_\_\_(1) other Europeans landed on that continent.  Why were Europeans the ones to \_\_\_\_\_\_\_\_(2) to the American? The Chinese and Arabs had the \_\_\_\_\_\_\_\_(3) and technology to sail across the seas. \_\_\_\_\_\_\_\_(4) of them tool regular voyages in the Indian Ocean and the Asian Pacific for trade. But exploration? By the mid-15th century China had followed the closed-door policy to \_\_\_\_\_\_\_\_(5) itself from the rest of the world. The Arabs, with access to the minerals and spices (香料) of Africa and the Far East, saw no \_\_\_\_\_\_\_\_(6) to journey into the unknown.  Europe \_\_\_\_\_\_\_\_(7) needed gold and silver; its mines could not meet the demand for coinage. Ottoman Turks blocked the routes across the land to Asia. Only the sea held the \_\_\_\_\_\_\_\_(8) of new wealth.  With the return of Magellan’s ships in 1522 from its voyage around the world the belief was \_\_\_\_\_\_\_\_(9) that the oceans were interconnected, promising the age of discovery. The English, as well as the Spanish, Portuguese and French, \_\_\_\_\_\_\_\_(10) themselves to finding the “river of the west” through North America to the east.   |  |  |  |  | | --- | --- | --- | --- | | (1) A．after | B．since | C．before | D．when |  |  |  |  |  | | --- | --- | --- | --- | | (2) A．push | B．pull | C．draw | D．drive |  |  |  |  |  | | --- | --- | --- | --- | | (3) A．sources | B．resources | C．substances | D．matters |  |  |  |  |  | | --- | --- | --- | --- | | (4) A．Neither | B．Both | C．Any | D．None |  |  |  |  |  | | --- | --- | --- | --- | | (5) A．prevent | B．protect | C．isolate | D．differ |  |  |  |  |  | | --- | --- | --- | --- | | (6) A．access | B．admission | C．application | D．association |  |  |  |  |  | | --- | --- | --- | --- | | (7) A．as a matter of fact | B．in other words | C．for one thing | D．on the other hand |  |  |  |  |  | | --- | --- | --- | --- | | (8) A．symbol | B．impression | C．promise | D．reflection |  |  |  |  |  | | --- | --- | --- | --- | | (9) A．extended | B．estimated | C．attracted | D．accepted |  |  |  |  |  | | --- | --- | --- | --- | | (10) A．contributed | B．devoted | C．referred | D．connected | |

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| 6. | (醍醐灌顶·上海） GE10GEGYWXTK098\_51434\_20210730\_9YZ4DHQ7eW |
|  | Computer hackers have now got their hands on mobile phones. “A phone virus programme can \_\_\_\_\_\_\_\_(1) your phone do things you have no control over”, computer security experts \_\_\_\_\_\_\_\_(2). It might \_\_\_\_\_\_\_\_(3) the White house or the police. or forward your personal address book to a marketing company. Or it could simply cat into the phone's operating software, turning it \_\_\_\_\_\_\_\_(4) and erasing your personal information. Similar viruses have already made mobile phone owners \_\_\_\_\_\_\_\_(5) in Japan and Europe. Ari Hypponcn, chief technical officer of a computer security company in Finland, said a virus “can get your \_\_\_\_\_\_\_\_(6) and send them elsewhere. And it can record your password”. Mobiles are now able to surf the Net, send emails and \_\_\_\_\_\_\_\_(7) software. So they are an easy target for the same hackers who have sent viruses to computers over the past decade.  “It's technically \_\_\_\_\_\_\_\_(8) now. ”said Stephen Trilling. director of research at anti -virus software maker Symantec Corp based in the US. “If the phone is connected to the \_\_\_\_\_\_\_\_(9), it can be used to transmit threats and attack targets, just as any computer can.”  In Japan, if you opened a certain email message on your mobile, it would cause the phone to repeatedly dial the national emergency number. So phone operators had to cancel emergency calls until the fault was removed. In Europe. mobiles' short message service, or SMS, has been used to send codes that could damage phones. Mobile users can \_\_\_\_\_\_\_\_(10) viruses, of course, by sticking to their traditional phones without Web links, some experts said.   |  |  |  |  | | --- | --- | --- | --- | | (1) A．get | B．force | C．make | D．damage |  |  |  |  |  | | --- | --- | --- | --- | | (2) A．speak | B．talk | C．tell | D．say |  |  |  |  |  | | --- | --- | --- | --- | | (3) A．lead | B．cause | C．control | D．call |  |  |  |  |  | | --- | --- | --- | --- | | (4) A．off | B．out | C．down | D．on |  |  |  |  |  | | --- | --- | --- | --- | | (5) A．interested | B．angry | C．excited | D．terrified |  |  |  |  |  | | --- | --- | --- | --- | | (6) A．messages | B．passages | C．news | D．information |  |  |  |  |  | | --- | --- | --- | --- | | (7) A．make | B．destroy | C．download | D．develop |  |  |  |  |  | | --- | --- | --- | --- | | (8) A．possible | B．impossible | C．useful | D．valuable |  |  |  |  |  | | --- | --- | --- | --- | | (9) A．computer | B．television | C．Internet | D．radio |  |  |  |  |  | | --- | --- | --- | --- | | (10) A．copy | B．attack | C．avoid | D．recognize | |

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| **知识点讲解【答案】** |

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| 1. | 【答案】CCBA |
| **阅读理解【答案】** | |

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| 2. | 【答案】ADA |

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| 3. | 【答案】ADAB |

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| 4. | 【答案】ABDC |

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| **完形填空【答案】** |

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| 5. | 【答案】CABBC ADCDB |

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| 6. | 【答案】CDCAD ACACC |