

考试总分：120分 考试时间：120分钟

学校：\_\_\_\_\_ 班级：\_\_\_\_\_ 姓名：\_\_\_\_\_ 考号：\_\_\_\_\_

注意事项：

1. 答题前填写好自己的姓名、班级、考号等信息；
2. 请将答案正确填写在答题卡上；

## 卷II（非选择题）

一、完形填空（本题共计1小题，共计20分）

1.(20分)

One night in 2003, Jans and his wife Sherrie were walking the dog Dakotah near their house. Suddenly, a young (1) \_\_\_\_\_ appeared and began running in their direction. Amazed and (2) \_\_\_\_\_, the couple immediately broke Dakotah loose to protect them. "However, the two animals stopped yards apart and (3) \_\_\_\_\_ stared at each other as if each were looking at an almost-forgotten face and trying to remember something," recalls Jans in his book *A Wolf Called Romeo*.

Over the next week, the Janses always (4) \_\_\_\_\_ the wolf playing with the dogs in the neighborhood. They (5) \_\_\_\_\_ that when the wolf saw a dog, he would make a fool of himself—wagging, pacing, and even striking some dog poses. Because of the wolf's (6) \_\_\_\_\_. Sherrie named him Romeo. The (7) \_\_\_\_\_ extended from dogs to locals quickly. (8) \_\_\_\_\_, crowds of locals started coming to (9) \_\_\_\_\_ the wolf, and some liked him so much that they seemed to forget that wolves are (10) \_\_\_\_\_.

For the next five years, Romeo (11) \_\_\_\_\_ to the area in fall and winter. "He would be in the same place every morning to (12) \_\_\_\_\_ people going to work or walking their dogs, (13) \_\_\_\_\_ he'd set with a time clock", writes Jans. As the only wolf in the area, Romeo had (14) \_\_\_\_\_ creatures to eat, a large open space to live in, and little (15) \_\_\_\_\_ from other animals. However, some critics felt Romeo was a(n) (16) \_\_\_\_\_, and there was a talk about driving him out of the area.

Romeo came again in September 2009, but later that month, he (17) \_\_\_\_\_ again. After some searching, a supporter found he had been (18) \_\_\_\_\_ by Park and Jeff. Both men were arrested later. They ended up paying fines according to the local law, losing hunting (19) \_\_\_\_\_. In late November 2010, a memorial service was held for Romeo.

"Nothing can take away the years we spent in his (20) \_\_\_\_\_," writes Jans. "We'll remember the happiness he brought to us forever."

A.woman

B.boy

C.wolf

(1) D.dog

- A.curious
- B.terrified
- C.disappointed

(2) D.content

- A.anxiously
- B.tentatively
- C.angrily

(3) D.hardly

- A.spotted
- B.prevented
- C.protected

(4) D.imagined

- A.hated
- B.believed
- C.observed

(5) D.warned

- A.experience
- B.violence
- C.companion

(6) D.behavior

A.friendship

B.challenge

C.campaign

(7) D.freedom

A.Approximately

B.Generally

C.Importantly

(8) D.Gradually

A.keep a record of

B.have a look at

C.make an example of

(9) D.take advantage of

A.aggressive

B.kind

C.stubborn

(10) D.lonely

A.reactd

B.adapted

C.returned

(11) D.referred

A.attack

B.stop

C.inform

(12) D.meet

A.even if

B.as though

C.so that

(13) D.in case

A.offensive

B.limited

C.common

(14) D.abundant

A.competition

B.acquaintance

C.cooperation

(15) D.acquisition

A.pride

B.pity

C.danger

(16) D.accomplishment

A.burst

B.arose

C.changed

(17) D.disappeared

A.shot

B.hidden

C.fooled

(18) D.raised

A.methods

B.privileges

C.partners

(19) D.habits

A.hand

B.direction

C.company

(20) D.opinion

二、 阅读理解（本题共计 4 小题， 每题 10 分， 共计40分）

## 2. Overview

If you've been missing afternoon drink outings to bars, restaurants, or pubs, this Withlocals Virtual Aperitivo（意大利小吃）Lesson with a Roman Local is a great way to still experience a fun, social activity while sipping（抿一口）on some delicious drinks. Your instructor teaches you how to make a traditional Italian aperitivo in real time, and talks about Italian culture in a private, online setting that you can experience right from home.

### What To Expect

Stop at: Rome

It is a fun virtual experience with a local from Rome. Pour yourself a drink（or two）and join a local host or a class on how the Romans spend their afternoons. Ingredients（材料）list and aperitivo workshop included. Excited to get started? Please have these ingredients ready before we start the class!

Duration: 1 hour

Admission Ticket Free

### Frequently Asked Questions

The answers provided below are based on answers previously given by the tour provider to customers' questions.

Q: What is the maximum group size during Withlocals Virtual Aperitivo Lesson with a Roman Local?

A: This activity will have a maximum of 10 travelers.

#### Reviews by Viator travelers

Amazing class and host!

Adi, Jun. 2020

Bea is an incredible host! She guided us through the class very well and gave us a lot of historical context on everything we made. The crostini (一种意大利面包) recipes were delicious, the aperitivos were amazing, and most of all, we love learning about the culture and history behind all of it.

(1) What can travelers experience in Withlocals Virtual Aperitivo Lesson?

A. Talking about the local culture online.

B. Taking a face-to-face class.

C. Staying with a Rome local.

D. Making a traditional French aperitivo.

(2) What would you do for Withlocals Virtual Aperitivo Lesson?

A. Arrange a schedule for two hours

B. Book a ticket in advance.

C. Prepare ingredients before class

D. Join any group as you like

(3) What is the Viator traveler Adi content with?

A. The patience of the host

B. The gains from the class.

C. The size of the class

D. The drinks and food

3.

Two years ago, my friend Terry and I were living in our dormitory at our university. With his birthday coming, he came to me with an unusual request. Instead of receiving presents and getting drunk (like most every other 21-year-old would), he wanted to do some acts of kindness. I was struck with such an idea. He told me about a TED talk he had watched online, which had inspired him.

Our university is not located in the safest area in Los Angeles. In fact, its location is so unsafe that the school employs the second largest private legal militia (民兵队伍) in the United States to protect its students. They have to work around the clock, standing on street corners throughout the university keeping watch. It's a thankless job as most students grow used to seeing officers all around and finally hardly even

notice their presence.

How could we show them our appreciation? We rented a truck and asked its driver to drive us around the place where we knew the officers would be and we poured them each a cup of hot chocolate. The truck driver was a bit hesitant (犹豫的) about our plan at first but after a while he was helping us spot officers and our lively spirits had spread to him as well. Smiles and appreciative words from the officers impressed us a lot. Soon they were talking about us over their radio and we were the ones being spotted and called over. Finally, the hot chocolate seemed secondary (次要的) to their interest in meeting us, the two boys that went around with hot chocolate expecting to share some late-night laughter. It was amazing to see how a small simple act can lift everyone's spirits.

(1) What inspired Terry to celebrate his birthday in a different way?

- A.An online video.
- B.A radio speech.
- C.His concern for other people.
- D.Other 21-year-olds birthday celebrations.

(2) How did the truck driver respond to the idea at first?

- A.He was struck with the idea.
- B.He was strongly against the idea.
- C.He was unwilling to accept the idea.
- D.He couldn't wait to join the two boys.

(3) What would be the best title for the text?

- A.Late-night laughter
- B.A special birthday request
- C.Importance of school safety
- D.Lovely officers around the school

4.

Farmers use pesticides to grow fruits and vegetables. Pesticides are chemicals. They keep bugs and other pests from eating the crops. Pesticides are used for other reasons too. They can prevent weeds from growing, for example. These chemicals are not always safe for us to eat. This is one reason why it is important to wash fruits and vegetables before we eat them.

Some fruits and vegetables in the grocery store still have some pesticides on them. Some have more pesticides left over than others. The Environmental Working Group (EWG) is a non-profit group. The EWG aims to help people live healthier lives. It also works to protect the environment.

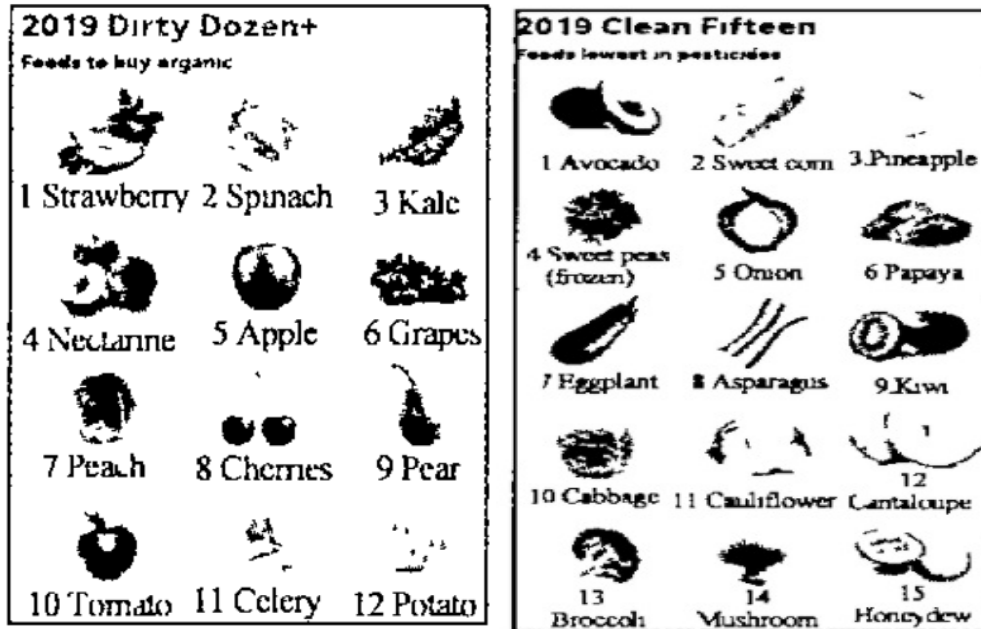
On March 20, EWG released a list. It is called the Dirty Dozen. It shows fruits and vegetables with the most pesticides. Number one on the list was strawberries. Spinach came second. Kale was third. Nectarines and apples came after. These five often had two or more types of pesticides.

The group pointed to research Studies show pesticides could be connected to diseases, EWG says. Still,

people need to eat vegetables. The group does not want people to skip the vegetables.

Some produce is "cleaner," the EWG added. These fruits and vegetables are less likely to have pesticides left over on them. The top five ate avocados, sweet corn, pineapples, frozen sweet peas and onion.

The Environmental Protection Agency (EPA) is part of the government. It derides pesticide levels. These levels represent how much is "safe" for people to eat. The USDA added though the US food supply was very safe, 99 out of 100 samples had amounts "well below" those EPA levels. The data came from tests on fruits, vegetables, honey, milk and bottled water.



(1) What is the connection between vegetables and pesticides?

- A. Pesticides can be used for vegetables planting.
- B. Pesticides are chemicals.
- C. Pesticides prevent weeds from growing.
- D. We need to wash the vegetables before we eat them.

(2) What can we learn from the Dirty Dozen+?

- A. Grapes and peach have two or more types of pesticides.
- B. You might wash strawberry before eating.
- C. Spinach, Kale, Nectarine and etc might relate to disease.
- D. The EWG want us quit vegetables.

(3) What can we infer from the two pictures?

- A. Honeydews might have less pesticides than potatoes.
- B. The EPA is part of the government.
- C. The WTO show the U. S. food supply was very safe.
- D. Avocados are safer than Strawberries.



(4) What is the best title for the text?

- A. Washed vegetables are safer.
- B. Dirty Dozen+ and Clean Fifteen.
- C. The EWG study on pesticides.
- D. Chemicals are bad for your health.

5.

Genetic (基因的) testing cannot tell teachers anything useful about an individual pupil's educational achievement. That is the conclusion of a study that looked at how well so-called polygenic scores for education predict a person's educational achievements, based on a long-term study of thousands of people in the UK. "Some people with a very low genetic score are very high performers at age 16. Some are even in the top 3 percent," says Tim Morris at the University of Bristol, UK.

And while Morris expects the accuracy of polygenic scores for educational achievements to improve, he doesn't think they will ever be good enough to predict how well an individual will do. Even relatively simple qualities such as height are influenced by thousands of genetic variants, each of which may only have a tiny effect. It has been claimed that polygenic scores can be used to make useful predictions, such as a person's likelihood of developing various diseases. One company is even offering embryo screening (screening of an unborn baby in the very stages of development) based on polygenic scores for disease risk.

Some researchers—notably Robert Plomin of King's College London—think that schools should start using polygenic scores for educational achievement. In most cases, the scores may reflect qualities such as persistence as well as intelligence.

To assess the usefulness of polygenic scores in education, Morris and his colleagues calculated them for 8,000 people in Bristol who are part of a long-term study known as the Children of the 90s. The participants' genomes have been queued and their academic results are available to researchers. Among other things, the team found a correlation of 0.4 between a person's polygenic score and their exam results at age 16. But there would need to be a correlation of at least 0.8 to make useful predictions about individuals, says Morris.

Plomin, however, argues that the results support his opinion. "A correlation of 0.4 makes it the strongest polygenic predictor in the behavioural sciences," says Plomin. "It's so much stronger than a lot of other things we base decisions on. So it's a very big finding."

Morris says schools already have access to other predictors that are more accurate, such as a pupil's earlier test results. Looking at parents' educational achievements is also a better predictor of a pupil's academic results than studying their genome, his results show. Providing teachers with an extra predictor based on genetics would just confuse matters, says Morris, and the cost cannot be justified.

(1) In paragraph 2, Morris talks about "height" in order to tell readers that \_\_\_\_\_.

- A. some qualities are hardly affected by any genetic variants
- B. some qualities are influenced by thousands of genetic variants
- C. genetic scores are useful in predicting one's potential diseases
- D. genetic scores can help children improve their scores at school

(2) How did Morris prove the effect of polygenetic scores in education?

- A. By providing opposite examples.

- B. By explaining how the genome works.
- C. By listing findings from another scientist.
- D. By presenting facts and data from research.

(3) According to Plomin, a correlation of 0.4 is reliable because it is \_\_\_\_\_.

- A. useful in telling you how intelligent and persistent children are
- B. useful in predicting people who might struggle academically
- C. stronger compared to other factors in behavioural sciences
- D. strongly correlated to children's academic achievements

(4) Morris suggested that schools should \_\_\_\_\_.

- A. study every pupil's genomes
- B. spend some money on genetic tests
- C. know about parents' educational achievements
- D. provide teachers with students' genetic information

三、 书面表达（本题共计 2 小题， 每题 15 分， 共计 30 分）

6. 假定你是高三学生李华， 你最近看到"中美大学生的经济资助状况"的一个调查结果（如下表） 想就这个话题给美国的笔友 Joe 写封信， 进行相关探讨。  
信的内容包括： 1. 描述中美大学生的经济资助状况；  
2. 分析这种状况的成因；  
3. 预测中国大学生经济资助的可能变化。

Financial Sources of College Students

Financial sources	Examinees	
	American Students	Chinese Students
Parents	45%	90%
Part - time Jobs	40%	5%
Scholarship	15%	5%

- 注意： 1. 词数 100 左右；
- 2. 可以适当增加细节， 以使行文连贯；
- 3. 信的开头和结尾已给出， 不计入总词数 -

Dear Joe,

How is everything going? I'm writing to talk about financial sources of college students, which are quite different between in China and in America. According to a survey, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What's your idea? Looking forward to your reply!

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