英语

班级:_____ 姓名:_____ 得分:_____

单元素养测评卷(一)

单元素养测评卷(一)听力录音

Unit 10

(时间:120 分钟　分值:150 分)

听力部分

一、听后选择(共两节,21 分)

第一节　听短对话选择(共 4 小题;每小题 1.5 分,共 6 分)

听下面四段对话,每段对话后有一道小题,从每题所给的 A、B、C 三个选项中选出最佳选项。听对话前,你有 5 秒钟的时间阅读每小题。听完后,每小题给出 5 秒钟的作答时间。每段对话你将听一遍。

(　)**1**. When will the two speakers meet?

A. This Tuesday.　B. Next Monday.　C. Next Thursday.

(　)**2**. What does the woman want to do?

A. Find a job.　B. Keep slim.　C. Attend a class.

(　)**3**. What is the woman doing?

A. Complaining.　B. Bargaining.　C. Apologizing.

(　)**4**. What's the possible relationship between the two speakers?

A. Colleagues.　B. Mother and son.

C. Waiter and customer.

第二节　听长材料选择(共 10 小题;每小题 1.5 分,共 15 分)

听下面五段对话或独白,每段对话或独白后有两道小题,从每题所给的 A、B、C 三个选项中选出最佳选项。听每段对话或独白前,你有 5 秒钟的时间阅读每小题。听完后,每小题给出 5 秒钟的作答时间。每段对话或独白你将听两遍。

听下面一段对话,回答第 5 至第 6 小题。

(　)**5**. What does the woman give the man?

A. Some tomatoes.　B. Some potatoes.　C. Some cabbages.

(　)**6**. What does the man suggest the woman do?

A. Grow more vegetables this year.

B. Sell the vegetables at the market.

C. Share the vegetables with friends.

听下面一段对话,回答第 7 至第 8 小题。

(　)**7**. What did the man do?

A. He went camping.

B. He travelled to foreign countries.

C. He learned drawing and painting.

(　)**8**. What does the woman enjoy?

A. Finding peace in nature.　B. Creating things.

C. Relaxing at home.

听下面一段对话,回答第 9 至第 10 小题。

(　)**9**. Who will go for a trip to Hawaii?

A. Frank and Jennifer.　B. Mum and Dad.

C. Dad and his colleagues.

(　)**10**. Why does the woman make the call?

A. To make a trip arrangement.

B. To reschedule an appointment.

C. To make an invitation.

听下面一段对话,回答第 11 至第 12 小题。

(　)**11**. What are the speakers mainly talking about?

A. The traffic problem.　B. The pollution problem.

C. The new generation problem.

(　)**12**. What do the speakers agree to do?

A. Cooperate with other countries.

B. Organize more campaigns.

C. Raise public awareness.

听下面一段独白,回答第 13 至第 14 小题。

(　)**13**. When was Haybridge Hall under repair?

A. In 1499.　B. In 1939.　C. In 1971.

(　)**14**. Which button does one need to press for information on furniture?

A. Button 2.　B. Button 3.　C. Button 9.

二、听后记录并转述(共两节,15 分)

本大题共两节。第一节,听两遍短文,根据所听内容和提示,将所缺的关键信息填写在相应位置上,每空只需填写一个词。第二节,听第三遍短文,根据所听内容和提示进行转述。

第一节　听后记录信息(共 4 小题;每小题 1.5 分,共 6 分)

现在,你有 1 分钟的时间浏览提示信息。

Tips on developing voluntary attention	
Improve your art of 15. _____ things	• Select an object that may not interest you much. Try and watch it carefully in detail. Then close your eyes... • Repeat the 16. _____ time and time again
Remove distractions	• You can learn and perform 17. _____ when you give something your undivided attention • Get rid of all distractions
Keep your thoughts on track	• Be free of internal chatter • Keep your thoughts 18. _____ and on track

下面,请在 90 秒钟内将所缺信息填写到指定的答题区域。

第二节　转述短文内容(本节 9 分)

请再听一遍短文,完成转述。

你的转述可以这样开始:

Today Susan Smith gives us some tips on how to develop voluntary attention ...

下面,请准备录音。听到录音提示音后,在 2 分钟内完成转述。

三、朗读短文并回答问题(共两节,14 分)

第一节　朗读短文(本节 8 分)

现在,你有 1 分钟的时间浏览内容并做录音准备。

World Population Day is observed annually on July 11. Its aim is to raise awareness of global overpopulation problems, such as water shortages, food shortages, increased pollution, poverty and wars over scarce resources.

On World Population Day, the UN and governments around the world run educational campaigns in schools and local communities. World Population Day focuses on sustainability and how to improve the lives of all people while protecting the Earth's resources.

There are many reasons for overpopulation. Perhaps the biggest one is advances in medical science. A greater number of people have access to better health care and more cures have been found for killer diseases. So we need to think more about how we use the Earth's resources.

下面,请准备录音。听到录音提示音后,在 90 秒钟内完成朗读。

第二节　口头回答问题(共 3 小题;每小题 2 分,共 6 分)

下面,请根据所朗读的内容口头回答 3 个问题,每个问题你将有 15 秒钟的准备时间,在听到录音提示后,你有 30 秒钟的时间作答。

请回答第 1 小题。现在,你有 15 秒钟的时间做答题准备。

Question 1: When is World Population Day?

下面,请准备录音。听到录音提示音后,在 30 秒钟内完成作答。

请回答第 2 小题。现在,你有 15 秒钟的时间做答题准备。

Question 2: What do the UN and governments do on World Population Day?

下面,请准备录音。听到录音提示音后,在 30 秒钟内完成作答。

请回答第 3 小题。现在,你有 15 秒钟的时间做答题准备。

Question 3: What is one of the biggest reasons for overpopulation?

下面,请准备录音。听到录音提示音后,在 30 秒钟内完成作答。

笔试部分

第一部分　知识运用(共两节,30 分)

第一节(共 10 小题;每小题 1.5 分,共 15 分)

[2026·中国人民大学附属中学高二期末]

阅读下面短文,掌握其大意,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

Sleepy-eyed, I arrived in Jordan just before midnight: picking up the rental car, the agent mumbled (咕哝) something about a gas station. Trying to stay __1__, I really didn't pay attention.

The next morning, I headed for the desert castle excitedly. While driving, I noticed that there wasn't a fuel gauge (燃油表) on the dashboard. That was __2__, but I didn't think twice about it. I had just got the rental so there would be plenty of fuel.

After passing numerous gas stations, I was finally in the open desert. Complete __3__. And that was when my car suddenly came to a stop.

What? In the middle of nowhere, I stared at the engine with no idea what to do. __4__ seized me.

Within 10 minutes, a Jordanian __5__. He didn't speak English and my Arabic was limited. After __6__ my car, he told me through hand gestures that I was out of gas. Who knew that rental cars didn't come with a full tank of gas there!?

The man __7__ me to get in his car and drove to the nearest gas station to get extra petrol. We then got back to my car to put the gas in.

When I pulled out my wallet to pay him, he refused. My thanks, a smile, and one photo together were all he wanted. Before we fully __8__, he even followed me a bit to ensure that I was safely on my way even though it was not getting late.

Today, whenever I think of Jordan, this memory __9__ comes to mind, and my heart swells with gratitude. It is the stranger who saved my trip and reminded me of the importance of __10__.

( )**1**. A. humble B. awake C. silent D. calm
( )**2**. A. unlucky B. unsafe C. odd D. foolish
( )**3**. A. isolation B. damage C. chaos D. darkness
( )**4**. A. Anger B. Curiosity C. Fascination D. Panic
( )**5**. A. turned over B. pulled over C. passed over D. took over
( )**6**. A. examining B. repairing C. stopping D. moving
( )**7**. A. required B. encouraged C. prepared D. signalled
( )**8**. A. talked B. parted C. engaged D. understood
( )**9**. A. hesitantly B. gradually C. instantly D. randomly
( )**10**. A. gratefulness B. cautiousness C. kindness D. positiveness

第二节(共 10 小题;每小题 1.5 分,共 15 分)

阅读下列短文,根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词,在给出提示词的空白处用括号内所给词的正确形式填空。

A

As AI models become more integrated into our daily lives, the ability 11. _____(provide) clear and effective instructions will become a crucial skill. Therefore, a new field of study appears: prompt engineering. At its core, prompt engineering 12. _____(involve) writing prompts—natural language inputs that instruct AI models to produce specific outputs. While this may seem 13. _____(high) technical, the principles behind prompt engineering are designed to make AI more user-friendly.

B

Over the years, the volume of information students need to learn and remember 14. _____(grow), as claimed by various studies. The educational systems, in particular, have experienced a shift towards including streaming of everyday lectures 15. _____ our daily lives, allowing various playback speed options. Research has explored how adjusting playback speed affects 16. _____(concentrate). It often finds it beneficial to increase playback speed (1.5x to 2x) when 17. _____(deal) with extensive lecture recordings. However, a notable drop in performance is observed when the speed exceeds 2x.

C

Black robins (知更鸟) are the birds 18. _____ humans saved from extinction. In 1980, there were only five black robins left in the world. They all lived on a small island off the coast of New Zealand. Only one of those birds, a female called Old Blue, was able to lay eggs. Wildlife workers 19. _____(begin) a programme for raising black robin chicks. They protected Old Blue's eggs, helped them to hatch, and looked after the chicks 20. _____(careful). Thanks to their efforts, there are now more than 250 black robins, and the population is spreading. To help them survive, people are restoring their habitats and removing small animals that hunt them.

第二部分　阅读理解(共两节,38 分)

第一节(共 14 小题;每小题 2 分,共 28 分)

阅读下列短文,从每题所给的 A、B、C、D 四个选项中,选出最佳选项。

A [2025·北京东城高二期末]

Cycling holidays in the UK and Europe have never been easier for families, with paths to suit every ability from children to teens.

Europe's well-established cycling networks include dozens of child-friendly routes to help active families turn a weekend pastime into an exciting holiday. Whether circling lakes or tracking rivers, there's a trip for every age and ability in the routes below.

Van Gogh Cycle Route, Netherlands

Cycling level: beginner—quiet and gentle; a great experience of cycling breaks.

The villages, nature reserves and fields in northeastern Netherlands once caught the eye of Vincent van Gogh. This new route highlights the region and passes by the real-life scenes painted by the artist. The full route is around 30 miles and is perfect for young cyclists, following flat country paths and canal paths.

Ciro Trail, Balkans

Cycling level: confident, with some hills and a few off-road sections.

This path follows the out-of-service railway from Mostar all the way to Dubrovnik. The station buildings have been transformed into cheap, bike-friendly guesthouses and cafes for service stations along the route, and young cyclists will be thrilled by the tunnel (隧道) sections. On the way, there are sparkling rivers for refreshing swims.

Danube Cycle Path, Austria

Cycling level: beginner—the cycle paths are flat and smooth, making them suitable for all.

The full Danube Cycle Path, covering eight countries, is a bit ambitious for a family break, but some mini sections are ideal for the youngest riders. One of the best is the Austrian part from Linz to Vienna, following the flat riverside path through ancient towns, exploring castle ruins along the way. It's a great journey for adventurous families to plan independently.

Atlantic Coast Route, Portugal

Cycling level: middle level—cycle as far as you like each day.

Part of the European bicycle route network, the western end of the Atlantic Coast Route from Porto to Lisbon connects two great child-friendly cities. It's an eight-day trip through one of Europe's sunniest corners, skirting wide beaches, and fishing villages with fresh seafood. The attraction of seafood pizza at the day's end will keep youngsters cycling hard on the tour.

( )**21**. The families taking the route in Balkans will _____.
A. witness the scenes in masterpieces
B. cycle through some rough tracks
C. enjoy beautiful coast views
D. travel by old train

( )**22**. Which route will a family most probably choose if they are history lovers?
A. Van Gogh Cycle Route. B. Ciro Trail.
C. Danube Cycle Path. D. Atlantic Coast Route.

( )**23**. What is the common feature among the four trips?
A. Passing by culture-related cities.
B. Requiring advanced cycling skills.
C. Providing unique adventurous experiences.
D. Including sections suitable for young riders.

B [2025·北京通州高二期末]

It was my first academic conference as a PhD student, and I should have been excited. It was a chance to show my research and meet new people. However, I stayed by the coffee station, too nervous to talk to anyone. I wanted to make connections, but I was afraid of being awkward or not important. By the end of the day, my business cards were still in my pocket. I was relieved it was over, but I also regretted missing another chance to make connections.

I'm reflective and observant by nature, someone who prefers quiet moments to the bustle (喧闹) of crowds. The idea of stepping into formal networking situations felt scary. When I started my PhD, I saw successful researchers work with many people. I realized networking helped them. To succeed, I knew I needed to learn to network. It wasn't easy. I tried at another conference with the best of intentions but still came up empty. My lab mate easily talked to someone and got invited to write a paper with a famous team. I stood there, right beside her—and yet, I let the moment slip by.

That was when it hit me: networking wasn't about impressing everyone in the room. It was about speaking up, embracing a bit of vulnerability (脆弱), and finding value in even the smallest exchanges. I'd been waiting for the perfect words, the ideal opening, the "right" moment—but I realized those moments rarely arrive on their own. The key was to let go of perfection and instead seek connection.

So I started trying. I went to many events. At first, I was very nervous. My hands sweated, I forgot what to say, and my voice sometimes shook. I worried I sounded silly. But I kept trying. I hoped it would become easier.

And it did. I learned to focus on making real connections, not on perfect networking. I started with small talk. For example, I once chatted with another student in a lunch line. We talked about our research and laughed about how strange academic events can be. It wasn't a big career step, but it was a real connection.

( )**24**. How did the author feel at his first conference?
A. Eager to distribute all his business cards.
B. Anxious about interacting and stayed alone.
C. Excited and confident to present his research.
D. Disappointed by the quality of the coffee station.

( )**25**. What did the author realize about successful researchers?
A. They always work hard and alone.
B. Networking plays a key role in their success.
C. They never feel awkward in social situations.
D. Attending every conference leads to their success.

( )**26**. What was essential for improving the author's networking?
A. Attending only the biggest events.
B. Memorizing a business card script.
C. Focusing on connection rather than perfection.
D. Waiting for the perfect networking opportunity.

( )**27**. What can we learn from the passage?
A. Networking skills are more important than research abilities.
B. Academic success depends entirely on one's ability to network.
C. Networking becomes effortless once you understand its principles.
D. Even small social interactions can be meaningful networking steps.

C [2025·北京昌平高二期末]

Humanoids are rapidly progressing from science fiction to reality, transforming industries ranging from manufacturing (制造业) to medicine and more. In robotics, the word humanoid typically refers to a robot that has a torso (躯干), a head, two arms, and two legs. But the concept extends beyond looks. A humanoid robot actually includes human-like movement, interactive capabilities and design philosophy. With sensors, actuators (执行器), and advanced control systems to walk, grasp objects, and interact, the robots, powered by artificial intelligence (AI), can process speech, recognize faces, and adapt to new surroundings. Their design enables them to use man-made tools and function in human-designed spaces.

Humanoid robots are available in diverse configurations (构造) tailored to their movement capabilities and intended applications. The major categories include leg-based humanoids well adapted to more dynamic environments and wheel-based robots that are optimized for flat, stable ground. For example, bipedal robots are built to move around on two legs, copying human balance and the way of walking. Bipedal configurations are common in the research platforms where human-like movement is necessary. Some other robots combine a humanoid upper body with wheel-based movement. This allows for higher efficiency on level or indoor surfaces while still allowing the robots to perform tasks designed for human use.

At their core, humanoid robots bring together hardware and software to copy human ability. High-definition cameras, microphones, and touch sensors allow robots to sense the world around them. Copying muscles and joints, actuators allow for smooth, coordinated movement. Advanced designs often use multiple actuators per joint to achieve human-like precision and flexibility. Integrated control architectures, often powered by AI and machine learning, coordinate the sensory inputs with outputs to actuators, preserving dynamic balance and adaptive behaviour. Decision-making is driven by AI algorithms that learn from real and simulated data to improve over time. This enables humanoid robots to interact naturally with humans and handle complex tasks.

Humanoid robots are gaining more useful applications across industries. Some robots are being designed to undertake repetitive, dangerous, or highly precise tasks in manufacturing. From hospitals to nursing homes, humanoid robots serve as caregivers and assistants for patient recovery, and even help with daily care activities. Also, humanoid robots are used by many schools in order to conduct research on biomechanics, cognitive science, and robotics control. Some companies are researching home-assistance designs where robots do the household chores, like cleaning, cooking, or even companionship.

The cost of a humanoid robot varies significantly based on several determining factors. One of the factors is that humanoid robotics is a relatively new field. The production runs tend to be low during its early phase, while the research and development costs are high. Therefore, early models are costly due to the use of new components and low economies of scale.

( )**28**. What is the main idea of Paragraph 3?
A. How does a humanoid robot work?
B. How does a humanoid robot get upgraded?
C. How is a humanoid robot categorized?
D. How is a humanoid robot applied in daily life?

( )**29**. What can be learnt about humanoid robots from the passage?
A. They are better at creative jobs than repetitive ones.
B. Bipedal robots are designed for stable ground environments.
C. Their rapid research and development comes from low costs.
D. They have the human form and carry out tasks meant for humans.

( )**30**. Which would be the best title for the passage?
A. Humanoid robots: designing for human interaction
B. Humanoid robots: uniting man, machine and the future
C. Humanoid robots: facing more challenges in a smarter future
D. Humanoid robots: high-efficiency solutions to manufacturing

D [2024·北京第六十六中学高二月考]

In some islands north of Scotland, head lice, which live on the hair or skin of people or animals, were a part of life. If the lice left their host, the host became sick and feverish. Therefore, sick people had lice put in their hair intentionally. There was a method to their madness: as soon as the lice had settled in again, the patient improved. The story explains the confusion of cause and effect. If the lice leave the sick, it is because the patient has a fever and they simply get hot feet. When the fever breaks, they return. We may laugh at this story, but false causality misleads us practically every day.

Consider the headline: "Fact: Women Who Use Shampoo XYZ Every Day Have Stronger Hair". This statement says very little—least of all, that the shampoo makes your hair stronger. It might simply be the other way round: women with strong hair tend to use Shampoo XYZ—and perhaps that's because it says "especially for thick hair" on the bottle.

A further example: scientists found that long periods in the hospital did harm to patients. This was music to health insurers' ears, who, of course, are keen to make stays as brief as possible. But, clearly, patients who are discharged immediately are healthier than those who must stay on for treatment.

Recently I read that students get better grades at school if their

homes contain a lot of books. This study was surely a shot in the arm for booksellers, but it is also an example of false causality. This simple truth is that educated parents tend to value their children's education more than uneducated ones do. Plus, educated parents often have more books at home. In short, a dust-covered classic book alone isn't going to influence anyone's grades; what counts is parents' education levels, as well as their genes.

Another example of false causality was the supposed relationship between the birth rate and the numbers of stork (鹳) pairs in Germany. Both were in decline, and if you plot them on a graph, the two lines of development from 1965 to 1987 appeared almost the same. Does this mean the stork actually does bring babies? Obviously not, since this was a purely accidental connection.

In conclusion: connection is not causality. Take a closer look at linked events: sometimes what is presented as the cause turns out to be the effect, or just the other way around. And sometimes there is no link at all—just like with the storks and babies.

( )**31**. Which is an example of false causality?

A. Women with strong hair tend to use a certain shampoo.

B. The birth rate and the stork population are connected.

C. Longer periods in the hospital benefit patients.

D. Lice can make a person sick and feverish.

( )**32**. The underlined phrase "a shot in the arm" in Paragraph 4 means _____.

A. pain　　B. defeat

C. guidance　　D. encouragement

( )**33**. According to the author, students get better grades probably because _____.

A. their homes are full of books

B. they have read a classic book

C. their educated parents value education

D. their parents are successful booksellers

( )**34**. It can be concluded from the passage that _____.

A. connections are pure accidents

B. cause and effect are interdependent

C. connections are mostly cause and effect

D. linked events may turn out to be unrelated

第二节(共 5 小题;每小题 2 分,共 10 分)

[2025·北京第八十中学高二月考]

根据短文内容,从短文后的七个选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

You're standing in line at the grocery store or waiting for an elevator. You have no more than a minute to kill. And yet, before you've even realized what you're doing, you've pulled out your phone and have begun to mindlessly scroll (滚屏) through apps.

35. _____ Research suggests plenty of people do the same thing. Only 11% of people's smartphone checks were in response to a notification. For the rest of the time, they checked their phones totally unplanned, often without thinking through why they were doing it. We're so used to constant stimulation that we feel uncomfortable when we're not doing anything, even for just a few seconds.

Our brains are hardwired to seek out rewards like knowledge, entertainment, and social connection. All of those things were much harder to find before we had tiny computers at our fingertips. Now we do. Our phones are basically all-you-can-eat buffets for our brains, endlessly and easily serving up the things we want. 36. _____

A quick phone check probably isn't doing your brain any real harm. 37. _____ Over time, constant scrolling could have a negative effect on your job performance, relationships, sleep, and possibly even physical safety, if you're doing things like checking your phone while you walk or drive. 38. _____ When you give in to your urges, check your phone, and then feel guilty about it, the feeling of failure adds shame to injury.

If you want to break the habit of constant checking, you'll have to work at it. Building awareness is a good way. 39. _____ For example, next time you catch yourself scrolling through short videos without even absorbing the content, think about whether you really want to be on your phone, or you are just putting off a less-fun task.

A. Checking your phone is often automatic.

B. There's also a mental-health element to consider.

C. Of course our minds can't help but feed themselves.

D. Start going without your phone for set periods of time.

E. The urge to check your phone is often related to stress relief.

F. Take a moment to ask yourself what is driving your behaviour.

G. But it's also worth considering how all those little checks add up.

第三部分　书面表达(共两节,32 分)

第一节(共 4 小题;第 40、41 题各 2 分,第 42 题 3 分,第 43 题 5 分,共 12 分)

[2025·北京石景山高二期末]

阅读下面短文,根据题目要求用英文回答问题。

Lucy always had trouble waking up early in the morning. She would hit the snooze button (贪睡按钮) multiple times and often rush to school in a panic. As a result, she was often late to class, and struggled to focus during lessons. Her grades began to slip, and her teachers sometimes reminded her to pay more attention. Lucy knew something had to change.

She started by setting a goal: waking up at 6:30 am every day. She placed her alarm clock across the room so that she had to get out of bed to turn it off. She also planned her mornings carefully, including a short workout, a healthy breakfast, and a few minutes to review her schedule.

At first, it was hard. She felt tired in the morning and wanted to sleep longer. But she kept reminding herself of the benefits: more energy, better focus, and less stress. After a few weeks, waking up early became easier. She started feeling more refreshed and had enough time to prepare for school calmly. Her new routine also helped her in other ways. Her academic performance began to improve and her test scores started to rise. And Lucy even began developing new interests, such as reading novels and painting, which made her feel more balanced and inspired.

Now, Lucy enjoys her mornings and feels proud of her progress. She has learned that with patience, consistency, and effort, good habits can replace bad ones and lead to lasting improvement.

40. What problem did Lucy have in the morning?

_____

41. What happened to Lucy's test scores with her new routine?

_____

42. Please decide which part is false in the following statement, then underline it and explain why.

Lucy began developing new interests, such as reading novels and painting because she felt tired of her academic performance.

_____

43. What can you learn from Lucy? (***In about 40 words***)

_____

第二节(20 分)[2025·北京顺义高二期末]

假设你是红星中学高二学生李华。你校"演讲与辩论"社团正在开展题为"The person who has inspired me"的英语演讲活动,请你写一篇英文演讲稿,内容包括:

1. 人物简介及事迹;

2. 该人物对你的影响。

注意:词数 100 左右。

The person who has inspired me