

高二期中调研试卷

英 语

2026.04

注意事项:

1. 本试卷满分 150 分。考试时间 120 分钟。
2. 答卷前, 学生务必将自己的学校、姓名、考试号等相关信息填写在答题卡上规定的地方。
3. 回答选择题时, 选出每小题答案后, 用铅笔把答题卡上对应题目的答案标号涂黑。如需改动, 用橡皮擦干净后, 再选涂其他答案标号。回答非选择题时, 将答案写在答题卡上, 写在本试卷上无效。

第一部分 听力 (共两节, 满分 30 分)

做题时, 先将答案标在试卷上。录音内容结束后, 你将有两分钟的时间将试卷上的答案转涂到答题卡上。

第一节 (共 5 小题; 每小题 1.5 分, 满分 7.5 分)

听下面 5 段录音。每段录音后有一个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段录音后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段录音播放两遍。

1. Who can benefit from cashless payments?

- A. Older people. B. International travelers. C. Small business owners.

2. Why did the man have his hair cut?

- A. To look different.
B. To greet the new year.
C. To make a good impression.

3. What does the woman probably plan to do first?

- A. Go back to her old company.
B. Fight to keep her current job.
C. Search for a new work opportunity.

4. Where does the conversation probably take place?

- A. In a park. B. In a house. C. On a street.

5. Where did the woman first learn about her hobby?

- A. A community center. B. A museum. C. A college.

第二节 (共 15 小题; 每小题 1.5 分, 满分 22.5 分)

听下面 5 段录音。每段录音后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项。听每段录音前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 每小题都有 5 秒钟的作答时间。每段录音播放两遍。

听第 6 段材料, 回答第 6、7 题。

6. How tall is the woman now?

- A. 154 cm. B. 155 cm. C. 156 cm.

7. Why has the woman probably come to the doctor?

- A. She is tired all the time.
B. She wants to improve her diet.
C. She is worried about weight loss.

听第 7 段材料, 回答第 8、9 题。

8. What does the man mainly ask the woman to do?

- A. Share learning tips. B. Tell him why she lied. C. Explain the situation.

9. How will the woman probably change her future habits?

- A. She'll spend more time studying.
B. She'll make a detailed schedule.
C. She'll listen to her teacher more.

听第 8 段材料, 回答第 10 至 12 题。

10. How did the man sound about the woman's performance?

- A. Expectant. B. Doubtful. C. Surprised.

11. What type of play is challenging for the woman?

- A. A poetic drama. B. A serious drama. C. A musical comedy.

12. Who takes the most responsibility for a show according to the woman?

- A. The stage manager. B. The theater leader. C. The director.

听第 9 段材料, 回答第 13 至 16 题。

13. What are the speakers mainly talking about?

- A. The use of sound.
B. An interesting scientific theory.
C. Special effects in scary movies.

14. What do we learn about Simon?

- A. He gets excited easily.
B. He is a sensible person.
C. He works at a science lab.

15. Where is the wind farm located?
A. Near a village. B. By the sea. C. On a farm.
16. What is the probable relationship between the speakers?
A. Relatives. B. Strangers. C. Friends.
- 听第 10 段材料，回答第 17 至 20 题。
17. Why is the speaker giving the talk?
A. To inspire his employees.
B. To attract social media followers.
C. To share information with students.
18. What did the speaker major in at university?
A. Psychology. B. Economics. C. Art.
19. What is the speaker's job about?
A. Production. B. Engineering. C. Communication.
20. What is most important to a hit product?
A. Its function. B. Its originality. C. Its marketing.

第二部分 阅读 (共两节，满分 50 分)

第一节 (共 15 小题；每小题 2.5 分，满分 37.5 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

Discover Your Guided Tour at UNESCO

Introduction to UNESCO House

Located in Paris's 7th near the Eiffel Tower, UNESCO House has been home to the headquarters of this specialized agency of the United Nations(UN) since 1958. Designed by architects Bernard Zehrfuss, Marcel Breuer and Luigi Nervi, this modern architectural treasure reflects the spirit of collaboration(合作) and innovation.

Tour Highlights

This guided tour, which focuses on the actions and impact of the United Nations Educational, Scientific and Cultural Organization(UNESCO), will allow you to discover its operation as well as its values. Accompanied by your guide, you will pass through the institution's iconic(标志性的) spaces, and will discover the exceptional works of art housed in UNESCO House: from Miró to Picasso, from Giacometti to Calder, as well as the Tolerance Square or the Japanese Garden. A unique and unexpected collection unfolds along the way.

Useful information

Booking Requirements: For security reasons, visitors must email their full names and birth dates at least 3 days before the visit. Failing to do so will result in denied access.

Special Groups: Disabled visitors are entitled to free admission, but the accompanying person needs a paid ticket.

Language: Tours are available in multiple languages, including French, English, German, and more.

Book your ticket		
Number of persons		
ADULT	€15.00	0
-12 YOUNG	€6.00	0
-18 YOUNG	€8.00	0
TOTAL		0.00 €

Cancellations: UNESCO reserves the right to cancel the visit due to security concerns or high level events with refunds offered.

21. What is the key feature of the guided tour at UNESCO House?

- A. It explores the design of the building.
- B. It introduces the influence of UNESCO.
- C. It showcases the exceptional works of art.
- D. It shares the values of the United Nations.

22. What are visitors required to do before the visit?

- A. Reserve hotel rooms.
- B. Have a security check.
- C. Choose a preferred language.
- D. Submit personal information.

23. How much would a couple with 2 children aged 6 and 17 pay for admission?

- A. €27.
- B. €29.
- C. €36.
- D. €44.

B

It has been a landmark year for Safeena Husain, founder of Educate Girls, a Mumbai-based nonprofit that has helped more than two million girls in remote Indian villages return to school. In 2019, Educate Girls became the first Asian organization supported by the Audacious Project, a social-impact fund under TED, and set a goal of reaching 1.5 million out-of-school girls. It hit that goal in 2025 and continued its work. Husain also received a Rockefeller Foundation residency(实习期), during which she wrote a book about her efforts. Educate Girls later became the first nonprofit to receive the Ramon Magsaysay Award, often called Asia's Nobel Prize.

Husain's motivation is personal. She spent much of her childhood in poverty, surrounded by violence and abuse, which interrupted her own education. After becoming the first in her family to study abroad and working for a decade in the nonprofit sector in San Francisco, she returned to India and founded Educate Girls. "From day one till today, it focuses on the out-of-school girl, because that's my lived experience," she says. "That's what I know what it feels like to be left behind."

Her new book, *Every Last Girl: A Journey to Educate India's Forgotten Daughters*, is dedicated to a girl named Antimbala — meaning “the last girl” — so called because her parents reflecting a common bias(偏见), hoped she would be their final daughter. Through such stories, Husain aims to bridge the gender gap in education access in India, where, according to the Malala Fund, 16 percent of school-age girls are not enrolled.

By 2035, Educate Girls aims to reach ten million students. But Husain notes that the work is far from over. “I just want to remind people that there’s still 133 million girls globally that are out of school,” she says. “I’ve never met a girl who said, ‘I don’t want to go to school. I want to feed the goats. I want to be a child bride. I want to do the household work.’ No girl says that. Every single girl wants to be able to go to school.”

24. What does “lived experience” in paragraph 2 refer to?

- A. A long career. B. Personal hardship. C. A shared story. D. Academic study.

25. Why is Antimbala mentioned in paragraph 3?

- A. To serve as a symbolic example. B. To compare her family with others.
C. To illustrate the cultural preference. D. To explain the title of Husain’s book.

26. What can be inferred from the last paragraph?

- A. The local problem was a worldwide issue.
B. The 2035 goal is to fully solve the problem.
C. The organization plans to expand beyond India.
D. The organization will shift focus to girls’ attitudes.

27. Which of the following is the best title for the text?

- A. Educate Girls: Transforming Asian Nonprofits
B. Educate Girls: Changing India’s Education System
C. Safeena Husain: Leaping from Poverty to the Nobel Prize
D. Safeena Husain: Reaching Every Last Girl Through Education

C

Online short-form video has shifted from a light distraction to a constant background in many children’s lives.

What used to fill a spare moment now shapes how young people relax and communicate, with platforms like TikTok, Instagram Reels, and YouTube Shorts drawing in millions through endlessly personalized feeds. While these apps offer fun and connection, their design encourages long periods of rapid scrolling that can be difficult for young users to manage. Short-form videos are engineered to capture the brain’s desire for novelty, with each swipe(滑动) promising something different. Because

the feed rarely pauses, the natural breaks that help attention reset disappear.

Over time, this constant stimulation(刺激) can weaken self control and sustain focus, creating a cycle that is hard to break. Sleep is one of the clearest areas where this causes harm. The bright light from screens delays sleep, while the emotional highs and lows of rapid content make it difficult for the brain to settle. Beyond sleep disturbances, the constant stream of peer images can lead to comparison. Pre-teens may internalize unrealistic standards of popularity and appearance, causing lower self-respect and anxiety. Younger children are especially at risks due to less mature self-regulation and a more fragile sense of identity.

This consumption pattern matters because childhood is a critical period for learning how to tolerate boredom and handle uncomfortable feelings. When every quiet moment is filled with quick entertainment, children lose chances to practice daydreaming, invent games, or simply let their thoughts wander. Unstructured time is essential for young minds to learn how to calm themselves and develop internal focus.

Fortunately, there are encouraging signs of change. Governments and schools begin to address digital wellbeing more directly. At home, establishing simple family rules, such as keeping devices out of bedrooms, can protect sleep and reduce late-night scrolling. With thoughtful support, responsive policies, and safer platform design, children can enjoy these videos without harming their wellbeing or development.

28. How does short-form video affect attention according to the text?

- A. It trains self-control.
- B. It removes natural breaks.
- C. It adds longer pauses.
- D. It satisfies the need for novelty.

29. What is paragraph 3 mainly about?

- A. The impact of sleep loss.
- B. The anxiety of peer comparison.
- C. The risk of identity crisis.
- D. The harm of constant stimulation.

30. What does the author imply about unstructured time?

- A. It increases screen dependency.
- B. It benefits children's development.
- C. It should be replaced by activities.
- D. It is less important than schooling.

31. What does the author suggest to improve children's digital wellbeing?

- A. Making videos more engaging.
- B. Restricting device use at home.
- C. Adopting a multi-party approach.
- D. Leaving device rules to schools.

D

32 Degrees North is an innovative pair of adaptive glasses created by Deep Optics that uses liquid crystal (LC) lenses(镜头) and works as both protective eyewear and adaptive reading glasses.

Liquid eyeglass lenses have been around since 2017, but it was only recently that Deep Optics created a truly inviting pair of eyeglasses that could become the only pair a person needs. That's because the adaptive concept of the glasses allows the wearer to adjust their purpose with a single swipe of the frame. For stylish sunglasses, simply swipe backward on the right frame, and to put them into vision correction mode, you just swipe backward. Additionally, the lens power can be adjusted from 0 to 2.5 diopters(度), and the lightweight built-in battery offers up to 48 hours of power.

"The unique technology dynamically corrects vision impairment(障碍)," the company explains. "The lenses perform like the human eye, allowing the wearer to see what they want when they want. And it adds almost no extra weight to the design of natural-looking glasses."

Priced at \$849 per pair, 32 Degrees North glasses are not cheap, but they do relieve you of the need to carry two pairs. No more switching between reading and distance glasses, as after adjusting the liquid crystal lenses to your needs, all you have to do is swipe on the right frame to switch their focus between close and far distances.

"With 32°N sunglasses, you can look at the horizon, then swipe and effortlessly check your messages." Deep Optics claims. "Copying the way your eyes are used to working, you can see what you want when you want."

The eyeglasses industry has not always been highly innovative, but these adaptive sunglasses represent a giant leap forward. Although they are already commercially available at a high price, if liquid lenses become more mainstream, the price is bound to come down significantly in the future.

32. What does the swipe function allow users to do?

- A. Adjust lens power gradually.
- B. Recharge the built-in battery.
- C. Switch between different uses.
- D. Change the frame design easily.

33. What can we learn about 32 Degrees North glasses?

- A. They are the pioneers in liquid lenses.
- B. They target those with severe vision loss.
- C. They perform different tasks at the same time.
- D. They operate through frame-based touch control.

34. How does the author develop the passage?

- A. By telling a personal story with facts.
- B. By listing features and evaluating them.
- C. By presenting a problem and a solution.
- D. By comparing old and new technologies.

35. What is the author's attitude toward the future of liquid lenses?

- A. Optimistic.
- B. Doubtful.
- C. Cautious.
- D. Unconcerned.

第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)

阅读下面短文, 从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Eating right for your brain

Many people worry about losing their mental sharpness as they get older. This concern is understandable given that dementia(痴呆) rates continue to rise as the population ages. A recent study suggested that by the year 2060, the number of U.S. adults developing dementia could double to one million people annually. ____ 36 ____

Developed in 2015 by researchers investigating dietary impacts on brain function, the MIND diet combines elements from the Mediterranean diet and the DASH diet. ____ 37 ____ It emphasizes consuming nutrient-rich foods such as leafy greens and berries, while strictly limiting highly processed items and foods high in fats.

Studies demonstrate a clear association between the MIND diet and enhanced cognitive(认知) performance. Those who follow it most closely experience slower age-related cognitive decline — about 7.5 years “younger” than those who don’t. ____ 38 ____ Even following it partly can lower Alzheimer’s risk more effectively than following either the Mediterranean or DASH diet alone.

____ 39 ____ New evidence indicates that adopting this dietary pattern later in life still reduces dementia risk by 25 percent. Its benefits extend across generations as well: middle-aged women show improved working memory and concentration, while children following a similar diet show lower rates of ADHD.

The diet’s protective power lies in its ability to reduce inflammation(炎症) and stress, both of which are harmful to brain tissue. Leafy greens and berries contain abundant flavonoids — powerful chemicals that actively fight inflammatory processes. ____ 40 ____ The diet effectively safeguards brain health over the long term.

Ultimately, the MIND diet reminds us that what we eat has as much of an effect on our brains as on our bodies. What matters most for brain health is overall diet quality and consistency, day after day, year after year.

- A. It is designed to slow cognitive decline.
- B. Fiber-rich foods support healthy bacteria.
- C. The MIND diet benefits people of all ages.
- D. Many people find strict diets hard to maintain.
- E. Fish provides omega-3s that protect brain cells.
- F. The diet also helps prevent Alzheimer’s disease.
- G. Fortunately, the MIND diet can preserve memory.

第三部分 语言知识运用 (共三节, 满分 35 分)

第一节 完形填空 (共 15 小题; 每小题 1 分, 满分 15 分)

阅读下面短文, 从短文后各题所给的四个选项(A、B、C 和 D)中, 选出可以填入空白处的最佳选项。

This summer I came face-to-face with three deep-rooted fears: heights, bears, and 41.

Two friends joined me on a four-day wilderness getaway. Since we were all in our seventies, we decided we'd better go while we still could.

On one hike, I found myself on a bridge made of two partly rotten logs, 42 high above rushing rapids. I would never have attempted it without our guide ahead, 43 encouraging words. Fixing my eyes on her boots, I 44 along the shaky logs. Somehow, I made it across, flooded with intense excitement and huge 45.

Later, after spotting bear tracks, we were told to make loud noises, which soon became a game.

Until suddenly, time stood 46.

We had just crossed a stream when the guide whispered, "There's a bear." I looked up in 47 and saw not one, but two, about ten meters above us — the mother in front, her baby behind.

48 scared speechless, I couldn't help noticing how beautiful they looked. I wondered if it would be my 49 memory. As they started towards us, we shouted and waved our hiking poles. Taken aback, they stopped, then slowly turned away. Another fear was 50!

On our final morning, we were asked to bring back a "51" stick, rock, and leaf to share what would "stick" with us, what "rocked," and what we would "leaf" behind. The 52 of friendship would stick with me. Women supporting one another truly rocked. And I hoped to leave some fears behind.

Our guide ended by expressing her 53, praising our positive attitude, and saying she hoped to be like us in another thirty or forty years. Those words warmed my heart and 54 my fear of being aged. Being valued for what we had accomplished felt like winning an Olympic medal — even if just for 55.

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|-----------------------|-----------------|---------------|---------------|
| 41. A. health | B. failure | C. loneliness | D. ageing |
| 42. A. covered | B. suspended | C. hidden | D. dropped |
| 43. A. reading | B. shouting | C. mouthing | D. whispering |
| 44. A. inched | B. jumped | C. ran | D. looked |
| 45. A. disappointment | B. relief | C. shock | D. confusion |
| 46. A. silent | B. still | C. firm | D. calm |
| 47. A. excitement | B. satisfaction | C. anger | D. disbelief |

- | | | | |
|----------------------|----------------|----------------|----------------|
| 48. A. Though | B. Since | C. If | D. Unless |
| 49. A. first | B. last | C. best | D. worst |
| 50. A. ignored | B. forgotten | C. overcome | D. avoided |
| 51. A. beautiful | B. meaningful | C. colorful | D. peaceful |
| 52. A. bond | B. load | C. passion | D. journey |
| 53. A. concern | B. gratitude | C. surprise | D. admiration |
| 54. A. expressed | B. increased | C. eased | D. proved |
| 55. A. participation | B. competition | C. achievement | D. performance |

第二节 语法填空 (共 10 小题; 每小题 1 分, 满分 10 分)

阅读下面材料, 在空白处填入适当的内容(1 个单词)或括号内单词的正确形式。

Hyehyeon Kwon, 56 artist from South Korea, has a deep connection with Jingdezhen, China's renowned "porcelain capital". For her, Jingdezhen is not just a place to create art, 57 a bridge between Korean and Chinese ceramic(制陶术) traditions. This year, she visited Jingdezhen for the second time 58 (participate) in an international on-site creation program.

In 2023, Kwon first came to Jingdezhen, 59 she was deeply impressed by the rich ceramic culture and the skill of local artisans(技工). "Korea's ceramic tradition developed through exchanges 60 China," she said. "Our histories of ceramic are interconnected, and I want to learn from Chinese artisans and create works that combine both cultures."

During her stay in Jingdezhen, Kwon 61 (spend) hours in the workshop every day, experimenting with different clays and glazes(上釉). She learned traditional Chinese ceramic techniques, such as hand-painting and glazing, and combined them with Korean ceramic styles. Her works feature delicate patterns that reflect both cultures, 62 (tell) stories of friendship and cultural exchange.

The international on-site creation program in Jingdezhen 63 (bring) hundreds of artists from all over the world every year since 2015. Over 4,000 international artists have participated in the program, creating works that celebrate cultural 64 (diverse) and mutual learning. Kwon hopes that her works will help people 65 (well) understand the connection between Korean and Chinese ceramic cultures and promote more cultural exchanges between the two countries.

第三节 单词填空 (共 10 小题; 每小题 1 分, 满分 10 分)

请认真阅读下列各小题, 并根据上下文语境和所给首字母或中文的提示, 写出下列各句空格中的单词, 注意保持语义和形式的一致。

66. Mr Jones cannot be here, so his wife will accept the prize on his b____▲____.
67. For our village, high-quality development is now at the top of the a____▲____.
68. Huang excelled where he was working and made s____▲____ contributions to his country.
69. We can safely d____▲____ what he said as a joke.
70. He was b____▲____ 20 years old and already running his own company.
71. The data ____▲____(引用) from the latest research is very convincing.
72. I saw the excitement in her eyes as she tore off the ____▲____(包装) paper.
73. The frequent ____▲____(冲突) between the two countries has caused great harm to the local people.
74. It's time to go ____▲____(上飞机); the plane is about to take off.
75. His ____▲____(任命) as general manager of the company was announced at the meeting.

第四部分 写作 (共两节, 满分 35 分)

第一节 (满分 15 分)

假设你是李华, 你班英语课正在开展“Amazing Cultural Heritages”海报展示与投票活动。请你代表小组写一篇发言稿, 用英语向同学们介绍你们的海报并拉票。内容包括:

1. 海报简介;
2. 拉票。

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 fellow classmates,

▲

▲

▲

第二节 (满分 20 分)

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。

I'd loved hip-hop dancing since my childhood, and in high school I took classes that focused on jazz and hip-hop. Dance was my favorite class, and I looked forward to going every day. This year, my senior year, was going to be the best dance class yet. As I was walking excitedly over to the first day of dance class, I passed one of my fellow dancers. "Sarah, have you heard?" "Heard what?" "We have a new dance teacher. Her name is Ms. Barton, and she is strictly ballet." Ballet? Well, this ought to be interesting. I had never taken ballet in my life. I'll admit, I was a bit nervous, but also up for the challenge.

As I entered the classroom, all the girls were in their black leotards and ballet slippers. I forgot the

dress requirements. I had no choice but to change into hip-hop-styled clothing from my backpack. We all stood at the barre(横杆) as Ms. Barton ran us through basic ballet steps — plié, tendu, dégagé. She was just how I had imagined a ballet teacher would be: excellent posture with a cold attitude.

She also assumed we all already knew some ballet. “Grand plié,” demanded Ms. Barton. I began my grand plié, with one hand on the barre and the other motioning out to the side, slowly bending down. “Class, watch Miss Sarah do a grand plié,” Ms. Barton said. She motioned for me to continue. Wow, she must think I’m great, I thought, hiding my excitement. I slowly got into position and then performed a grand plié. “Now, class, this is a typical example of what not to do,” Ms. Barton said, raising her voice.

Red face. Eyes watering, a wave of pure embarrassment came over me. What had just happened? I participated in the rest of the class to the best of my abilities, but I couldn’t believe this teacher was so hard on me. Why was I even there? I didn’t want to take ballet. I wanted to take hip-hop. I couldn’t stop thinking about this embarrassing moment, wondering if I should quit.

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。

But my pride wouldn’t allow it. ▲

▲

▲

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At the end of the performance, Ms Barton announced: “The best performer is Sarah.”

▲

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