2020 北京朝阳高三二模

英　　语　　2020.6

（考试时间 100 分钟　满分 120 分)

本试卷共 11 页。考生务必将答案答在答题卡上，在试卷上作答无效。

第一部分：知识运用（共两节，45 分）

第一节 语法填空（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 个适当的单词，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

A man called Andy set out for the Pacific Crest Trail, ___1___ stretches from the borders of Mexico to Canada. He decided to take a selfie(自拍) every single mile along the 4,286-kilometre journey.

Andy created a time-lapse(延时的) video from his five-month hike and he was almost unrecognisable towards the end of the video—he had lost 23 kilograms.

___2___ (sad), he never finished the journey, as he ___3___ (trap) by a snowstorm about 418 kilometres from the end.

B

A US astronaut, Christina Koch, spent 328 days in space, which is a record for a female astronaut. She completed her mission, landing in a remote area of Kazakhstan.

Koch concluded six space walks and she did some experiments that studied ___4___ people are able to live outside Earth. Her time in space allows researchers ___5___ (study) the effects of a long-term spaceflight on the female body. NASA says the findings ___6___ (help) the agency during its future missions to the moon and Mars.

C

The European Parliament(议会) voted for ___7___ (cancel) the summer time by 2021. The next step is to discuss the issue with EU countries.

The current law ___8___ (make) EU countries move their clocks forwards on the last Sunday in March and move them backwards on the last Sunday in October.

Some people say that the summer time saves energy, ___9___ the European commission(委员会) says that the 10___ (save) are small. Also, most people in the EU want to cancel the summer time.

第二节 完形填空（共 20 小题；每小题 1.5 分，共 30 分）

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，并在答题卡上将该项涂黑。

“What kind of stuff do you write?” one student asked on my first day at the University of Massachusetts, Lowell. After a decade away from the classroom, I was back to ___11___.

“Creative non-fiction,” I said.

It was a ___12___. I couldn’t remember when I’d last written a creative essay. It must have been before my volatile(喜怒无常的) mother fell ill, leaving me resigned to the idea that our story of family dysfunction would not end ___13___. It seemed that nothing I wrote could ___14___ that.

With too much time and lack of ___15___, I accepted a position to teach creative non-fiction. Although I couldn’t get myself to tell my own ___16___, I could require that my students tell theirs.

“You’re going to be keeping a ___17___ in this class,” I said. “And I want you to tell your stories like they 18___.”

“Why?” a boy named Michael asked. “I mean, who ___19___ about our stories?”

Looking out at the roomful of students, I realized I didn’t have an ___20___.

No one said a word. I ___21___ that most didn’t know their stories were stories—as beautiful and hard—as their own lives.

Finally, I said, “Because it’s what you have. Stories allow us to make meaning of what we’ve been through. When you shape your ___22___ into a story, it becomes yours and not just something that ___23___ to you.”

Michael didn’t look ___24___, but he didn’t challenge me either.

In his first essay, Michael wrote about how he grew up in one of the ___25___ neighborhoods in Boston. He wrote about the night he was out with two friends:

The feeling of numbness(麻木) shot through my body as a car came zooming towards us. At that moment everything went blank. Both of my two mates were hit down, drenched in blood. Minutes after I witnessed that, I decided I was leaving the dangerous neighborhood and going to college.

He went on to write about how his high school teachers, who saw his ___26___, helped him get into this school.

I had Michael ___27___ his essay out. After he finished, the class went so ___28___ that we could hear the sound of each other's breath. After a moment, I said, "That's why you tell your stories."

I went home that night and picked up my journal, ___29___ and untouched. I found a pen and for the first time in months, I had to ___30___.

11. A. studying B. teaching C. visiting D. consulting

12. A. lie B. fact C. task D. dream

13. A. slowly B. naturally C. happily D. violently

14. A. prove B. explain C. destroy D. change

15. A. control B. support C. inspiration D. security

16. A. jokes B. stories C. thoughts D. faults

17. A. list B. note C. record D. journal

18. A. exist B. succeed C. matter D. spread

19. A. cares B. worries C. debates D. inquires

20. A. argument B. opportunity C. influence D. answer

21. A. assumed B. predicted C. ignored D. checked

22. A. choice B. performance C. progress D. experience

23. A. applied B. happened C. belonged D. appealed

24. A. interested B. astonished C. convinced D. concerned

25. A. biggest B. quietest C. safest D. worst

26. A. potential B. creativity C. anxiety D. confusion

27．A．read　　B．bring　　C．figure　　D．point

28．A．relaxed　　B．still　　C．nervous　　D．friendly

29．A．clean　　B．special　　C．dusty　　D．marked

30．A．wonder　　B．write　　C．compete　　D．practise

第二部分：阅读理解（共两节，40 分）

第一节（共 15 小题；每小题 2 分，共 30 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，并在答题卡上将该项涂黑。

A

Fun School Projects with Magnets and Metal

Science is one of the most interesting and fun subjects for kids. There are endless opportunities for practical experiments that are sure to surprise and excite children's imaginations. A great way to get into experimenting with science is with the use of magnets. The properties of magnets allow for an "invisible force" to move objects seemingly on their own!



magnet

If your kids are looking for something a little trickier, why not let them try using magnets to make their own compass(指南针)?

For this experiment, you will need 2 needles, a strong magnet, a pencil, a cup and some string.

Step 1: Rub the pointed end of the needle along one side of the magnet; this can be either the north or south end. Make sure you are rubbing the needle in one direction, not back and forth. You might need to do this about 30 times to magnetise the needle.

Step 2: Test the now magnetised needle with the spare needle to see if it can pick it up. If it can, the needle is ready to use for the experiment. If it doesn't pick it up, you will need to rub the needle a few more times on the same end of the magnet you were using before.

Step 3: With a piece of string that is a couple of inches long, get your child to tie this to the middle of the pencil. Then, at the bottom end of the hanging string, tie the magnetised needle.

Step 4: Place the pencil, with the needle hanging down, over the top of a cup so that the needle is hanging inside the cup.

Step 5: Watch as the needle moves on its own to point north.

Once your kids have got a taste for magnets, you might want to move on to more advanced experiments. Places like RS Components sell high-tech magnetic equipment that will be sure to carry on fuelling your children's passion for science!

31. According to the passage, the spare needle is used to _____.

A. pick the other needle up B. magnetise the other needle

C. rub the magnet on the other side D. check if the other needle is magnetised

32. The magnetised needle can point north because _____.

A. it is tied to a hanging string B. it has the properties of a magnet

C. it is connected with a magnet D. it is hanging down inside the cup

33. What is the main purpose of this passage?

A. To promote high-tech magnetic equipment.

B. To entertain kids with magnet experiments.

C. To stress the importance of advanced experiments.

D. To provide a way to fuel kids' passion for science.

B

The Wolf at the Door

Russ Fee was asleep inside his tent last summer when a series of screams shocked him awake. Throwing on his shoes, he ran out to investigate. Fee and his wife were travelling through Canada's Banff National Park to enjoy its breathtaking beauty and awesome wildlife. It was the latter he now experienced. Although it was dark, Fee could see a neighboring tent was in a mess. Backing out was a wolf, dragging something in his teeth. That thing was a man!

Moments earlier, Elisa and Matt Rispoli, from New Jersey, were asleep with their two young children when the wolf broke into their tent. "It was like something out of a horror movie," Elisa posted on Facebook. "For three minutes,

Matt threw his body in front of me and the boys and fought against the wolf. At one point, Matt got the upper hand, pinning(压住) the wolf to the ground. But the wolf held its jaw onto Matt's arm tightly, set its powerful legs, and began dragging Matt outside while I was pulling on his legs trying to get him back," Elisa wrote.

It was then that Fee entered the picture. He ran at the wolf, kicking it "like I was kicking in a door," he told ABC New York. The wolf dropped Matt and emerged from the tent. "Wolves are large," Fee told the radio show *Calgary Eyeopener*. "I felt like I had hit someone that was way out of my weight class."

Before the wolf could turn its anger on Fee, Matt, his arms bloodied, flew out of the tent to continue the battle. The men threw rocks at the wolf, forcing it back, then the Fees and the Rispolis escaped to the shelter of the Fees' minivan(厢式旅行车). An ambulance was called, and Matt was taken to a local hospital suffering from open wounds. Luckily he has fully recovered. The wolf was tracked down by park officials and killed in a painless way.

As for Fee, whom Elisa called their lifesaver, he does admit to a fleeting(闪现的), if less-than-heroic, thought during the heat of battle. The moment the wolf locked eyes with him, Fee says, "I immediately regretted kicking it."

34. What happened to the Rispolis one night last summer?

A. They were scared by a horror movie.

B. They were suddenly woken up by screams.

C. They got injured and taken to the hospital.

D. They suffered a surprise attack from a wolf.

35. Russ Fee joined Matt Rispoli when _____.

A. Matt was dropped down by the wolf

B. Matt gained the advantage over the wolf

C. the wolf was dragging Matt out of the tent

D. the wolf broke into the tent of the Rispolis

36. Matt Rispoli survived because _____.

A. the wolf was killed by park officials

B. he took shelter in a neighboring tent

C. he got great help and timely treatment

D. the wolf was driven away by Russ Fee

37. What can we learn about Russ Fee from the last paragraph?

A. He feels regretful for what he did. B. He enjoys being called a lifesaver.

C. He feels quite heroic about himself. D. He admits his fear during the fight.

C

In autumn of 1975, two mothers in Lyme, Connecticut, were desperate for answers their doctors could not provide. Their families and others in the Lyme area were suffering from a mysterious(神秘的) illness. Two doctors from Yale, Allan Steere and Stephen Malawista, began an investigation that would result in a groundbreaking medical discovery.

The doctors began by conducting individual examinations of each patient. They found patients of all ages were suffering from a set of symptoms(症状) rarely observed together. Blood samples revealed no virus that offered a clue about the cause. However, they found fruitful information in their interviews with patients: one quarter of them recalled a skin rash(皮疹) with a bull's-eye pattern about four weeks before other symptoms arose.

Armed with this new clue, the Department of Health worked with the Yale doctors, conducting surveys to learn where the disease was most widely seen. It seemed that the majority of patients lived in heavily wooded areas, who spent a good deal of time outdoors, gardening, landscaping, or playing. The symptoms were nearly always experienced for the first time during summer. Crucially, some recalled having been bitten by a tick(蜱), which feeds mostly on the blood of mammals and birds.

By 1977, investigators confirmed that the deer tick was responsible. But no one could say why it was causing the illness or how patients could be treated. In 1982, a scientist named Willy Burgdorfer discovered a specific type of bacteria(细菌), carried by the deer tick, which was causing the disease. But how did the deer tick acquire the bacteria in the first place? Finally, scientists determined that the ticks picked up the bacteria from their hosts. As its name suggests, the deer tick often feeds on deer, carriers of the Lyme disease bacteria. Scientists concluded that the bacteria passed from wildlife to ticks to humans. All lived closely among one another in the area.

How could a disease from a common parasite(寄生虫) spring up so suddenly? Many areas of the northeast, including Lyme, were once farmland. The farmland was replanted with trees. After the forest grew in, the area was then developed with houses. Gradually, neighborhoods pushed deeper into the habitat of deer ticks and, more

importantly, the wildlife they fed upon. As humans encountered more ticks, they became more likely to contract the disease.

One of the remaining mysteries about Lyme disease is where and when it truly began. This puzzle may never be solved. Today, Lyme disease—if caught early—is easily treated with antibiotics, thanks to the hard work of many scientists, doctors, and patients.

38. Which of the following method helped Dr. Steere and Dr. Malawista most?

A. Conducting patient interviews. B. Carrying out a field survey.

C. Studying patients' blood samples. D. Separating patients into age groups.

39. From the passage, we can learn that _____.

A. deer ticks were first carriers of the Lyme disease bacteria

B. patients' remembrance of tick bites was vital to the medical discovery

C. Lyme disease spread because deer ticks and humans both fed on deer

D. Lyme disease is less common now because people spend less time outdoors

40. What do the underlined words "spring up" in Paragraph 5 probably mean?

A. Worsen. B. Return. C. Appear. D. Decrease.

41. Which of the following would be the best title for the passage?

A. A Desperate Need B. An Unsolved Puzzle

C. A Medical Mystery D. An Effective Treatment

D

If there's one cliché(陈词滥调) that really annoys Danah Boyd, a specialist researcher who has made a career from studying the way teenagers use the web, it's that of the digital native. "Today the world has computer-mediated communications. Thus, in order to learn about their social world around them, teenagers are learning about those things too. And they're using that to work out the stuff that kids have always worked out: peer(同龄人) sociality, status, etc.," she says.

It's no surprise Boyd takes exception, really: as one of the first digital anthropologists to dig into the way

teenagers use social networking sites, she gained insights into the social web by taking a closer look at what was going on.

Lately, her work has been about explaining new ways of interpreting the behavior we see online. She outlined some examples at a recent conference in San Francisco, including the case of a young man from one of the poorest districts of Los Angeles who was applying for a top American college. The applicant said he wanted to escape the influence of violence, but the admissions officer was shocked when he discovered that the boy's MySpace page was covered with precisely the violent language he claimed to hate. "Why was he lying about his motivations?" asked the university. "He wasn't," said Boyd. "In his world, showing the right images online was a key part of surviving daily life."

Understanding what's happening online is especially important, for today's teenagers have a vastly different approach to privacy from their parents. She says, "Adults think of the home as a very private space. That's often not the case for teenagers because they have little or no control over who has access to it, or under what conditions. As a result, the online world can feel more private because it feels like there's more control."

The concept of control is central to Boyd's work, and it applies to pointing out the true facts about teenage behavior. Boyd suggests control remains in the same places as it always did. "Technologists all go for the idea of 'techno-utopia(乌托邦)', the web as great democratizer(民主化)," she says. "But we're not actually democratizing the whole system; we're just shifting the way in which we discriminate."

It's a call to arms that most academic researchers would tend to sidestep, but then Boyd admits to treading a fine line between academics and activists. "The questions I continue to want to ask are the things that are challenging to me: having to sit down and be forced to think about uncomfortable social stuff, and it's really hard to get my head around it, which means it's exactly what I should dive in and deal with," she says.

42. What does Danah Boyd think of "computer-mediated communications"?

A. They teach teenagers about social interaction.

B. They replace other sorts of social interaction for teenagers.

C. They are necessary for teenagers to have social interaction.

D. They are barriers to wider social interaction among teenagers.

43. Why does Danah Boyd cite the example of the Los Angeles college applicant?

A. To show how easy it is to investigate somebody's online activity.

B. To illustrate how easy it is to misinterpret an individual online activity.

C. To prove how important it is to check the content of someone's online activity.

D. To express how necessary it is to judge someone's sincerity from his online activity.

44. Danah Boyd argues in Paragraph 4 that _____.

A. teenagers feel more private in the online world than in the home

B. teenagers are less concerned about privacy than their parents

C. parents tend not to respect teenagers' need for online privacy

D. parents value the idea of privacy less in a domestic environment

45. It can be inferred from the last paragraph that Danah Boyd _____.

A. is willing to take on research challenges others would avoid

B. regards herself as being more of an activist than a researcher

C. is aware that she is lacking in ability to deal with the challenges

D. feels like abandoning the research into uncomfortable social stuff

第二节（共 5 小题；每小题 2 分，共 10 分）

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。

The Buy Nothing Movement

Social media, magazines and shop windows bombard(猛轰) people daily with things to buy, and British consumers are buying more clothes than ever before. The average person spends more than £1,000 on new clothes a year, which might not sound like much. ___46___ A lot of consumer spending is by means of credit cards. British people currently owe about £670 per adult to credit card companies. Also, people are spending money they haven't earned to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill(垃圾填埋地) sites.

___47___ But charity shops can't sell all those unwanted clothes. A lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

___48___ The idea originated in Canada in the early 1990s and then moved to the US. On Buy Nothing Day

people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own.

The trend has now reached influencers on social media who now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example, haircuts, eating out or buying petrol for their cars. ___49___

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. ___50___ But even if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you don't need.

A. In one year, they'd saved $55,000.

B. If everyone followed a similar plan, the results would be impressive.

C. Online shopping means it is easy for customers to buy without thinking.

D. Second-hand clothes are often of too poor quality to recycle in charity shops.

E. But that figure hides two far more worrying trends for society and for the environment.

F. However, a different trend arises in opposition to consumerism—the 'buy nothing' trend.

G. People might not realise the problems because they donate their unwanted clothes to charities.

第三部分：书面表达（共两节，35 分）

第一节（15 分）

假设你是红星中学高三学生李华。你的英国好友 Jim 在你的视频博客(Vlog)上看到你做中餐的视频，很感兴趣并表示也想学做中国美食，发来邮件询问。请你给他回复邮件，内容包括：

1．推荐一道中国菜或饭；

2．推荐理由。

注意：1．词数不少于50；

2．开头和结尾已给出，不计入总词数。

Dear Jim,

_____

_____*Yours,*

Li Hua

（请务必将作文写在答题卡指定区域内）

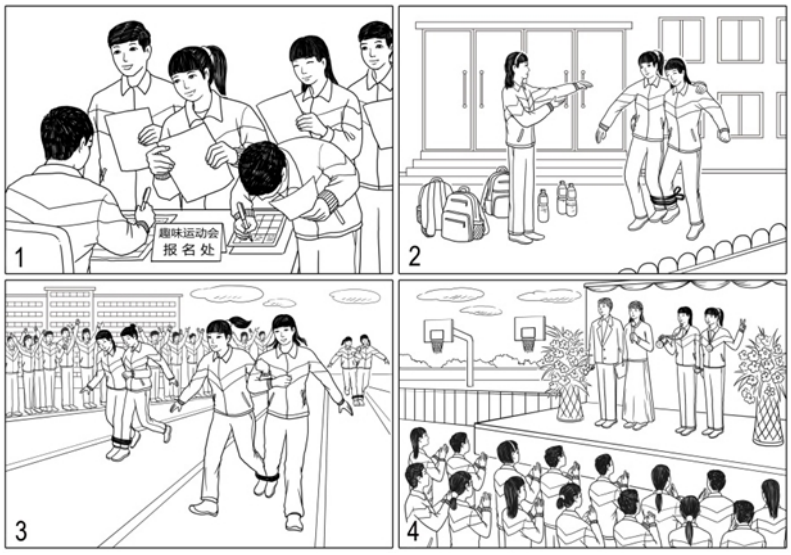
第二节（20 分）

假设你是红星中学高三学生李华。请根据以下四幅图的先后顺序，为校刊“英语园地”写一篇短文，讲述上周你校高三年级举行趣味运动会的过程。

注意：词数不少于60。

提示词：趣味运动会 fun sports meeting

二人三足 three-legged race



（请务必将作文写在答题卡指定区域内）

2020 北京朝阳高三二模英语

参考答案

第一部分：知识运用（共两节，45 分）

第一节 语法填空（共 10 小题；每小题 1.5 分，共 15 分）

1．which　　2．Sadly　　3．was trapped/had been trapped

4．if/whether　　5．to study　　6．will help

7．cancel(l)ing　　8．makes　　9．but　　10．savings

第二节 完形填空（共 20 小题；每小题 1.5 分，共 30 分）

11．B　　12．A　　13．C　　14．D　　15．C

16．B　　17．D　　18．C　　19．A　　20．D

21．A　　22．D　　23．B　　24．C　　25．D

26．A　　27．A　　28．B　　29．C　　30．B

第二部分：阅读理解（共两节，40 分）

第一节（共 15 小题；每小题 2 分，共 30 分）

31．D　　32．B　　33．D　　34．D　　35．C

36．C　　37．D　　38．A　　39．B　　40．C

41．C　　42．C　　43．B　　44．A　　45．A

第二节（共 5 小题；每小题 2 分，共 10 分）

46．E　　47．G　　48．F　　49．A　　50．B

第三部分：书面表达（共两节，35 分）

第一节（15 分）

一、评分原则：

1．本题总分为 15 分，按 4 个档次给分。

2．评分时，先根据文章的内容和语言质量初步确定其档次，然后以该档次的要求来衡量，确定或调整档次，最后给分。

3．评分时应考虑：内容是否完整，条理是否清楚，交际是否得体，语言是否准确。

4．拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可接受。

5．词数少于 50，从总分中减去 1 分。

二、各档次的给分范围和要求：

第一档 （13 分－15 分）	完全完成了试题规定的任务。 ·内容完整，条理清楚； ·交际得体，表达时充分考虑到了交际的需求；体现出较强的语言运用能力。 完全达到了预期的写作目的。
第二档 （9 分－12 分）	基本完成了试题规定的任务。 ·内容、条理和交际等方面基本符合要求； ·所用语法和词汇满足了任务的要求； ·语法或用词方面有一些错误，但不影响理解。 基本达到了预期的写作目的。
第三档 （4 分－8 分）	未恰当完成试题规定的任务。 ·内容不完整； ·所用词汇有限，语法或用词方面的错误影响了对写作内容的理解。 未能清楚地传达信息。

第四档 （1 分－3 分）	未完成试题规定的任务。 ·写了少量相关信息； ·语法或用词方面错误较多，严重影响了对所写内容的理解。
0 分	未传达任何信息；所写内容与要求无关。

三、One possible version:

Dear Jim,

I am glad that you are interested in Chinese food. As is known to all, Chinese food focuses on diversified color, aromatic flavor, and excellent taste. Since you're just starting out cooking Chinese food, I'd like to recommend noodles with tomato egg sauce to you. The reasons are as follows.

Firstly, it is a traditional Chinese dish, and especially popular with people who don't have much time to cook. In addition, its cooking method is very easy. Finally and most importantly, just as its name implies, it only needs three ingredients: noodles, tomatoes and eggs, which are common and easy to come by in our daily life.

You can refer to the detailed cooking steps on the vlog I posted a few days ago. I hope you can successfully make this delicious dish! If you have any questions, do let me know.

Yours,

Li Hua

第二节（20 分）

一、评分原则：

1．本题总分为 20 分，按 5 个档次给分。

2．评分时，先根据文章的内容和语言质量初步确定其档次，然后以该档次的要求来衡量，确定或调整档次，最后给分。

3．评分时应考虑：内容要点的完整性、上下文的连贯性、词汇和句式的多样性及语言的准确性。

4．拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可接受。

5．词数少于 60，从总分中减去 1 分。

二、各档次的给分范围和要求：

第一档 （18 分－20 分）	完全完成了试题规定的任务。 ·覆盖了所有内容要点； ·运用了多样的句式和丰富的词汇； ·语法或用词方面有个别错误，但为尽可能表达丰富的内容所致；体现了较强的语言运用能力； ·有效地使用了语句间的连接成分，所写内容连贯、结构紧凑。 完全达到了预期的写作目的。
第二档 （15 分－17 分）	完全完成了试题规定的任务。 ·覆盖了所有内容要点； ·运用的句式和词汇能满足任务要求； ·语法和用词基本准确，少许错误主要为尽可能表达丰富的内容所致； ·使用了简单的语句间连接成分，所写内容连贯。 达到了预期的写作目的。
第三档 （12 分－14 分）	基本完成了试题规定的任务。 ·覆盖了内容要点； ·运用的句式和词汇基本满足任务要求； ·语法和用词方面有一些错误，但不影响理解。 基本达到了预期的写作目的。
第四档 （6 分－11 分）	未恰当完成试题规定的任务。 ·漏掉或未描述清楚内容要点； ·所用句式和词汇有限；

	·语法或用词方面的错误影响了对所写内容的理解。 未能清楚地传达信息。
第五档 （1 分－5 分）	未完成试题规定的任务。 ·明显遗漏主要内容； ·句式单调、词汇贫乏； ·语法或用词方面错误较多，严重影响了对所写内容的理解。
0 分	未能传达任何信息；所写内容与要求无关。

三、内容要点：

1．报名　　2．练习　　3．比赛　　4．获奖

四、One possible version:

Last week, our grade held a fun sports meeting aiming to relieve us senior three students from pressure and heavy school work.

On Monday morning, we were told that a fun sports meeting would be held on the school playground on Friday afternoon. Upon hearing the news, I, together with my best friend, registered for the three-legged race excitedly.

The three-legged race required effective cooperation between teammates. Thus, during the following days, we practised the game after school. Under the guidance of our classmate, we mastered the skills and got prepared.

Then came the big day. With my left foot and my friend's right foot tied together, we set out quickly as soon as our PE teacher blew his whistle. Arm in arm, we managed to run fast at the same pace. The playground was filled with our schoolmates' laughter and cheers. A few minutes later, we crossed the finishing line. We did a really good job and won the first prize. Standing on the platform, we felt proud and excited with the thunderous applause from our classmates.

By getting involved in the game, we got not only a little leisure from our busy school life but the joy of working together with others.