2020 北京西城高三二模

英　　语

本试卷共 11 页，120 分。考试时长 100 分钟。考生务必将答案写在答题卡上，在试卷上作答无效。考试结束后，将本试卷和答题卡一并交回。

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

Mia rushed home and threw open the front door. Her mother turned around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said (1) pride and raised her head, expecting praise. Though Mia (2) (work) eagerly on her art submission for weeks, her mother wasn’t sure (3) the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked. Smiling from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

B

A study found that adults aged 18 to 33 checked their smartphones 85 times a day, or once every 10 minutes. As I learned during my experiment, (4) (place) some distance between myself and my device helped me devote myself to my work more (5) (easy). By not having my smartphone, my distraction (消遣) time went down and thus my work time (6) (spend) more efficiently and effectively. On numerous occasions, I found (7) (I) wondering what to do with the afternoon since I had already completed my high-impact tasks for the day. With the extra time, I can finally enjoy the pleasures of life.

C

In June 2012, China’s first manned deep-sea submersible(潜水器), Jiaolong, set a world diving record for submersibles of its kind by reaching a (8) (deep) of 7,062 meters in the Mariana Trench in the Pacific Ocean. In 2017, China successfully tested a submersible (9) (call) Shenhai Yongshi, capable of diving 4,500 meters. (10) much of Jiaolong’s equipment was imported, about 95 percent of Shenhai Yongshi and its core components were produced domestically, said Xu Qinan, the chief designer of Jiaolong.

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。

One morning in July 2011, a taxi sat wandering outside Petco Park stadium in San Diego. And Wade LeBlanc, a (an) (11) pitcher (棒球投手) for the Padres, climbed in." To the airport, please," he told the driver. LeBlanc was headed to Tucson, Arizona, home of the club's A-level branch organization at the time. He'd been sent down to the minors. Again. For the eighth time in three years.

"You're Wade LeBlanc," the taxi driver said.

"Right."

"You got some good stuff."

This (12) the pitcher, after the previous night's disastrous performance.

"I think there are some things you should think about (13) ," the driver continued." I don 't know; I 'm not a (14) . Maybe something like going over your head in your windup (摆臂动作)"

Wait, what? This guy was offering… (15) ? Earlier in his career, LeBlanc might have (16) . Or been angry. But today, he just (17) . He couldn't afford to dismiss anything. His career was on the line.

The next day, in Tucson, LeBlanc met his (18). He said he was thinking about making (19) to his windup. His coach agreed. Instead of keeping his hands tight to his chest at the beginning of his delivery, LeBlanc raised them briefly over his head, as the taxi driver had (20).

LeBlanc included the new (21) into his next start. And he was (22), allowing only one hit over seven innings (回 合). It was the turning point in his career. Eight years later, LeBlanc is a pitcher for the Seattle Mariners. He signed the first contract extension of his Major League Baseball career—at age 33.

The funny thing about advice: We so often take it from the (23) people. That is, we (24) the advice of experts, while undervaluing the input of regular folk. Wade LeBlanc (25) that trend, and he obtained the (26).

"Expert advisers often make surprisingly inaccurate predictions about the future, yet people (27) their suggestions nevertheless," concluded Stanford University psychologists in a study published last year.

Now, not everyone took experts' advice. The more (28) people become, the smaller the pool of advisers they (29). Participants in positions of power ignored almost two thirds of the advice they received, according to one Harvard University study. Other participants—the control and low power groups—ignored advice about half as often.

So it required a massive increase of modesty (谦虚) to do what Wade LeBlanc did: hear what the taxi driver was offering him and accept it as a(an) (30).

11. A. excellent	B. struggling	C. ambitious	D. awkward
12. A. surprised	B. concerned	C. disturbed	D. angered
13. A. avoiding	B. making	C. trying	D. crossing
14. A. player	B. director	C. joker	D. loser
15. A. service	B. advice	C. chances	D. courses
16. A. accepted	B. worried	C. smiled	D. laughed
17. A. explained	B. interrupted	C. listened	D. guessed
18. A. parents	B. coach	C. driver	D. fans
19. A. changes	B. contributions	C. additions	D. objectives
20. A. included	B. announced	C. suggested	D. resisted
21. A. aim	B. effect	C. hobby	D. move
22. A. patient	B. optimistic	C. brilliant	D. justified
23. A. attractive	B. popular	C. humble	D. wrong
24. A. overvalue	B. skip	C. ignore	D. involve
25. A. identified	B. supported	C. opposed	D. started
26. A. qualifications	B. benefits	C. prize	D. degree
27. A. follow	B. abandon	C. provide	D. improve
28. A. literary	B. successful	C. careful	D. negative
29. A. tolerate	B. help	C. know	D. trust
30. A. job	B. example	C. excuse	D. gift

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

Which meal kit service is right for you?

As the simple act of shopping and preparing food for dinner becomes harder to fit in, a way to help meet consumer needs and change the way we shop and eat has grown: meal-delivery plans. Here's a quick review of some popular options:

1. HelloFresh

HelloFresh provides high-quality ingredients （烹饪原料） and generous portions（份量）, with recipes that are generally easy to prepare. The clear, step-by-step instructions get even the newest home chefs up to speed, and the recipe cards are well-made, so you can refer to your favorite recipes again and again. There are meals for almost any lifestyle, including vegetarian（素食）options, low-calorie meals and "quick" recipes that get dinner on the table fast.

Cost: $8.75 to $9.99 per serving, with up to 16 servings per week.

2. Freshly

Get fresh, home-cooked food without the trouble of actually cooking. This subscription service delivers comfort foods to your doorstep, and the meals are prepared right before delivery. Never frozen and only requiring minimal reheating, they're nutritious and cost less than many standard takeout options.

Cost: $7.99 to $11.50 per serving, with up to 12 servings per week.

3. Blue Apron

Blue Apron is full of fresh ingredients, with traditional or vegetarian options. Like many of the plans, the food is delivered in one big box and the recipe card is separate from the meal ingredients. The variety is good and the recipes are generally easy to prepare.

Cost: $7.49 to $9.99 per serving, with up to 16 servings per week.

4. EveryPlate

EveryPlate offers simpler meals for a lower cost. Users can choose between eight recipes each week, so there isn't a lot of flexibility for different dietary needs, but the recipes are full of flavor and give subscribers generous portions. If you're looking for an affordable way to get into meal kits, EveryPlate is a good option.

Cost: $4.99 per serving, with up to 12 servings per week.

5. Daily Harvest

Daily Harvest specializes in delicious smoothies. The meals are packed with fruits and vegetables, making nutrition easy and tasty. Smoothies just require the addition of liquid, so feel free to add your favorite type of milk or water to the blend and get your day started.

Cost: $6.99 per serving, with between 9 and 26 servings available.

31. Which meal kit service is right for a vegetarian?

A. Daily Harvest and EveryPlate.

B. HelloFresh and Blue Apron.

C. EveryPlate and Freshly.

D. HelloFresh and Freshly.

32. Each meal-delivery plan is available with_____.

A. fruits and vegetables

B. unlimited servings

C. easy preparation

D. separate recipes

33. The meal-delivery plans meet the customer needs of_____.

A. living an environmentally friendly life

B. cutting down on daily food costs

C. adapting to a new lifestyle

D. improving cooking skills

B

Kylie Kirkpatrick was getting ready for work when her 9-year old son, Ryan Kyote, burst into her bedroom. The Napa, California-based third-grader had just watched a news story about a kindergarten student in Indiana who was forced to return her school lunch because her account balance couldn't cover the meal.

"Ryan was upset," Kirkpatrick told TODAY Parents. “He said, 'Mom, how does something like this happen?' Then he asked what he could do to help."

After a bit of brainstorming, Kyote-pronounced “coyote" -decided he would use six months' worth of allowance he had saved up to pay off the lunch debt of his entire class at West Park Elementary School. The bill came up to S74.50.

Though Kyote had been eyeballing a new pair of basketball sneakers, this was far more important to him. So, on May 24, he happily donated his six months of savings to the Napa Valley Unified School District food services department.

"Ryan told them, 'Please let my friends know that they no longer owe any money," Kirkpatrick recalled. "Lunch is his favorite part of the day and it broke his heart to think that it's a stressful time for some children."

The fourth-grader-to-be wanted his act of kindness to be unknown to others, but his proud mother couldn't resist sharing a photo on Twitter, where it spread quickly.

"Give this kid his money back. No child should be covering lunch debt for his class with his allowance," wrote one person. Added another: "Love this story ... Special kid."

Practicing good deeds is nothing new for Kyote. " I'll go into the garage and Ryan's bike is missing because he gave it to a friend in need," Kirkpatrick, a sign language interpreter, told TODAY parents. "One time, a friend didn't have any shoes that fit, so Ryan gave him a pair of his own shoes."

Recently, an investor got wind of what Kyote had done for his classmates and he contacted Kirkpatrick. “He wanted to give Ryan money to put in his savings account," she said.

Kyote, who recently lost his father to ALS, had another idea.

"Ryan told the man to pay it forward," Kirkpatrick said. "So he made a donation to the ALS Association. I can't even begin to tell you what that meant to Ryan. All he wants is to make the world a better place."

34. How did Ryan feel after watching the news story, about a kindergarten student?

A. Shocked. B. Relieved. C. Excited. D. Bored.

35. Instead of buying a new pair of sneakers, Ryan was more concerned about .

A. his school lunch B. his account balance

C. his six months of savings D. his classmates’ lunch debt

36. What do we know about Ryan Kyote from the passage?

A. He tried his best to help his friends in need.

B. He couldn't resist sharing his photos on Twitter

C. He accepted a donation from the ALS Association.

D. He argued against negative reviews on social media.

37. What does the story intend to tell us?

A. Life is always tough for school children.

B.A kid can make a difference in the world.

C. Social media can make young people popular.

D. Friendship is an important part of being a youth.

C

A crucial period for learning the rules and structure of a language lasts up to around age 17 or 18, say psychologist Joshua Hartshorne of MIT and his colleagues.

Previous research had suggested that grammar-learning ability developed in early childhood before hitting a dead end around age 5. However, Hartshorne's team reports online in Cognition that people who started learning English as a second language in an English-speaking country by age 10 to 12 ultimately mastered the new tongue as well as folks who had learned English and another language at the same time from birth. Both groups, however, fell somewhat short of the grammatical fluency displayed by English-only speakers. After ages 10 to 12, new-to-English learners reached lower levels of fluency than those who started learning English at younger ages because time ran out when their grammar-absorbing ability fell starting around age 17.

Aiming for a sample of tens of thousands of volunteers, Hartshorne began by contacting friends on Facebook to take an online English grammar quiz, which used a person's responses to guess his or her native language and dialect (方言) of English. Then volunteers filled out a questionnaire asking where they had lived, languages they had spoken from birth, the age at which they began learning English and the number of years they had lived in an English-speaking country.

In the end, the researchers analyzed responses of 669,498 native and nonnative English speakers. Statistical calculations focused on estimating at what ages people with varying amounts of experience peaking English reached peak grammar ability.

Researchers who study language learning regard the new study as fascinating, but exploratory. According to psycholinguist David Barner of the University of California, San Diego, Hartshorne's team can't yet say that language skill develops along a single timeline. Different elements of grammar, such as using correct word order or subjects and verbs that agree with one another, might be learned at different rates, Barner says. It's also unclear whether the responses of volunteers to an online, 132-item grammar test reflect how well of poorly they actually speak English, he says.

What's more, language learning involves more than a crucial period for acquiring grammar, cautions linguist David Birdsong of the University of Texas at Austin. For instance, growing up speaking two languages at once puts still poorly understood burdens on the ability to grasp grammar, he says.

In the new study, people who were bilinguals from birth fell short of peak English grammar scores achieved by English-only speakers. That's consistent with evidence that bilinguals cannot easily turn off one language while speaking another, Birdsong says. Interactions between tongues spoken by one person may slightly depress how much can be learned about both languages, even if bilingual communication still reaches high levels, he suggests.

38. Hartshorne and his colleagues found that .

A. one reaches a higher level of fluency at age 10

B. one learns a second language fastest at about age 12

C. one gets a good grasp of English grammar before age 5

D. one’s ability to master grammar declines at around age17

39. Hartshorne collected data through_____

A. social media

B. experiments in the lab

C. literature review

D. face-to-face interviews

40. David Barner believes that_____

A. language skill develops along a single timeline

B. online volunteers do not cover a wide enough range

C. different grammar items may be acquired at different paces

D. the quiz in the new study does not include enough questions

41. What can we know about bilinguals from the last two paragraphs?

A. They can achieve a perfect grammar score.

B. Grammar learning is the biggest burden for them.

C. They are able to make a swift shift between languages.

D. Speaking two languages affects their language acquisition.

D

The last decade saw the rise of the field of “plant neurobiology (神经生物学)”. That debatable field is based on the idea that plants——which do not possess brains ——handle information in ways similar to complicated animal nervous systems. This thinking implies that plants could feel happiness or sorrow or pain, make intentional decisions and even possess consciousness. But the chances of that are “effectively zero," Lincoln Taiz and colleagues write in an opinion piece in Trends in Plant Science. "There's nothing in the plant remotely comparable to the complexity of the animal brain," says Taiz, from the University of California, Santa Cruz.

Some plants are capable of complicated behavior. Wounded leaves can send warning signals to other parts of the plant, and harmful chemicals can warn animals that eat them. Some plants may even have a version of short-term memory: Tiny sensing hairs can count the number of touches that come from a clumsy insect. But plants perform these with equipment that's very different from the nervous systems of animals, no brain required, Taiz argues.

He and colleagues point out methodological (方法的) faults in some of the studies that claim plants have brain-like command centers, animal-like nerve cells and changing patterns of electricity that are similar to activity found in animal brains. But beyond the debate over how these studies are conducted, Taiz's team argues that plant consciousness doesn't even make sense from an evolutionary (进化的) point of view.

Complicated animal brains advanced in part to help a living being catch a meal and avoid becoming one, Taiz says. But plants are rooted to the ground and rely on sunlight for energy, an inactive lifestyle that doesn't require quick thinking or outsmarting a predator (捕食者)——or the energetically expensive nervous systems that enable those behaviors.

“What use would consciousness be to a plant?” Taiz asks. The energy required to power awareness would be too costly, and the benefit from such awareness too small. If a plant worried and suffered when faced with a threat, it would be wasting so much energy that it wouldn't have any left to do anything about that threat, Taiz says.

Imagine a forest fire. "It's unbearable to even consider the idea that plants would be conscious beings aware of the fact that they're being burned to ashes, watching the young trees die in front of them," Taiz says. The frightening scene illustrates "what it would actually cost a plant to have consciousness."

Furthermore, plants have plenty to do without having to be conscious, too. With sunlight, carbon dioxide and water, plants create the compounds (化合物) that sustain much of the rest of life on Earth, Taiz points out. "Isn't that enough?"

42. According to Paragraph 1, a plant neurobiologist would most probably agree that .

A. plants are capable of independent thinking

B. plants are as biologically complex as animals

C. plants developed nervous systems for survival

D. plants feel emotions in the same way as animals

43. What does the underlined "one” in Paragraph 4 refer to?

A. A predator.

B. A meal.

C. An inactive plant.

D. A living being.

44. Which statement does Linchol Taiz believe?

A. Plants possess brain-like command centers.

B. The lifestyle of plants requires nervous systems.

C. It is unnecessary for plants to have consciousness.

D. Nervous systems enable plants to fight their predators.

45. Lincoln Taiz introduces a forest fire to .

A. suggest new ways to study the behaviors of plants

B. discuss the possibility of plants escaping a disaster

C. illustrate how plants make decisions in face of dangers

D. prove consciousness would do plants more harm than good

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。

Why does rain seem to make you sleepy?

This spring on the east coast of the US, it feels like we've lost touch with the sun. In Washington, DC, 14 of the first 17 days of May were rainy. (46). It means that for me, Mary has been one of the months l've felt the sleepiest. The dull weather can hit almost all of our senses in a way that gives a sign to us it is time for a sleep.

First, there's what we see-or rather, what we don't. (47) When it's raining and skies are cloudy, we miss out our body's internal alarm clock. As Naomi, a scientist from Central on Queensland University said, when you don't see the sunlight first thing in the morning, your body never gets the signal that it needs to shift into daytime mode.

(48) Plants produce oils during dry periods, possibly to stop seeds from developing. When it rains, the water brings out the oils and they mix with a chemical to create a "musky" smell. (49). Additionally, after a thunderstorm there's a chance you may smell ozone(臭氧), which is generated when lightning interacts with the air. Some compare its smell to that of clean bed sheets.

Rain sounds are also comforting. The rhythmic pattern of rain hitting a roof, umbrella, or the ground below is called "pink noise." Pink noise is a category of background noise that has all of the frequencies that human can hear and has lower volumes at higher frequencies. According to some research, it may improve our quality of sleep by decreasing our brain activity. (50)

The difficulty in waking up, the fresh, earthy scents, and the peace of the rain tapping on windows are enough to make anyone want to go back to bed for the day. Sadly, none of this evidence is enough to justify doing so; but it can at least explain why you may feel a little sleepy on these cloudy days.

A. Noises can make us feel sleepier during the daytime.

B. The others have been cloudy and dull for at least part of the day.

C. That earthy smell of rain can make you feel calm and comfortable.

D. It makes it easier for us to wake up from our sleep the night before.

E. Sunlight causes our bodies to stop producing what makes us sleepy at night

F. And you'll also smell that when you are in your garden turning over your soil

G. You can listen to an hour of rain on a window here, if you intend to test it out

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 从书上看到了中国学生做 “课间操”的图片，向你询问有关情况。请你给他回复邮件，介绍相关信息，内容包括：

1） 课间操的基本情况(时间、次数…)；

2） 你们做课间操的感受。

注意：1. 词数不少于 50；

2. 开头和结尾已给出，不计入总词数。

提示词：课间操 exercise between classes

Dear Jim,

_____

_____

_____

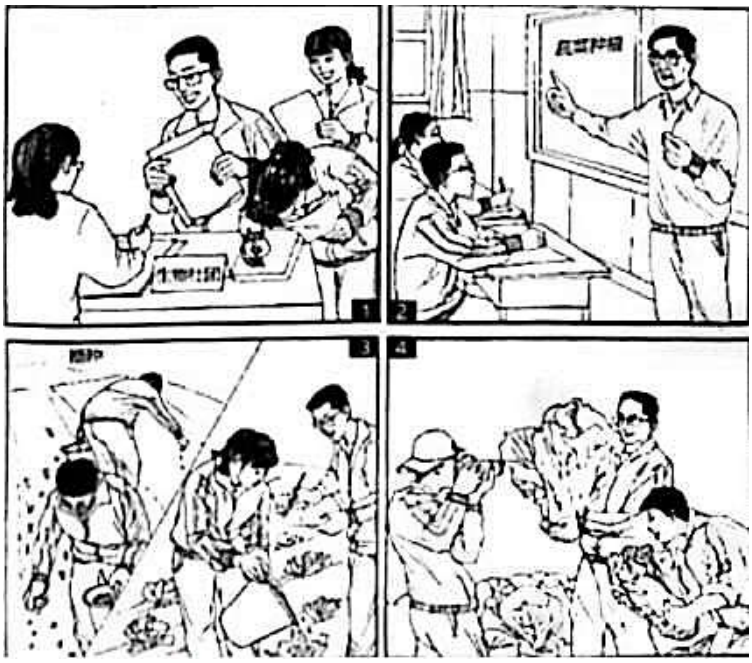
Yours, Li Hua

（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。请根据下面四幅图的先后顺序，为学校校刊“英语角”投稿，介绍你参加学校“生物社团”在学校生物园地种植蔬菜的过程。

注意：词数不少于 60。



（请务必将作文写在答题卡指定区域内）

2020 北京西城高三二模英语

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. with 2. had worked/worked

3. what 4. placing

5. easily 6. was spent

7.myself 8. depth

9. called 10. While/Although/Though

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. A 15. B 16. D 17. C 18. B 19. A 20. C

21. D 22. C 23. D 24. A 25. C 26. B 27. A 28. B 29. D 30. D

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. B 32. C 33. C 34. A 35. D 36. A 37. B 38. D 39. A 40. C 41. D 42. A 43. B 44. C 45. D

第二节 （共 5 小题；每小题 2 分，共 10 分）

46. B 47. E 48. C 49. F 50. G

第三部分：书面表达（共两节，35 分） 第一节（15 分）

One Possible Version

Dear Jim,

How is everything going? I am glad to hear from you. In your letter, you mentioned the photo you saw in the book, where we Chinese students are doing “exercise between classes”. Learning that you want to know more about what it is, I feel very pleased to tell you more about it.

As a daily routine, doing exercise is an essential part of our school life, which is conducted between classes every day. So it is called “exercise between classes” in China.

Designed especially for primary and middle school students, exercise between classes contains some basic movements like jumping, moving, running, clapping, and kicking. Usually we do it between the second and the third classes in the morning, at the same pace to the music, which lasts 20 minutes.

As far as I am concerned, it is necessary and beneficial to do exercise between classes. First of all, as the famous saying goes, "Life lies on exercise." To maintain physical fitness and overall health, we must involve ourselves in regular sports practice. What’s more, we can keep a pleasant mood by doing exercise regularly. Besides, by attending the exercise, we learn more about teamwork and discipline.

If you have any further questions, just let me know.

Yours, Li Hua

第二节（20 分）

One Possible Version

Last week, I, together with some of my classmates, participated in an activity held by our school’s Association of Biology whose theme was “Planting Vegetables”, which proved to be an unforgettable and fulfilling experience.

Upon hearing the relative news of this club, some of us were filled with great curiosity and immediately decided to sign up at the place of registration. We filled in some basic forms and couldn’t wait to do something fantastic. But before that, at the very beginning, all of the participants were involved in a lecture, during which our teacher taught us some knowledge and fundamental skills about how to get the vegetables well planted. While he was explaining the theories patiently, we were all absorbed in it and finally mastered the theoretical knowledge.

Having been fully prepared, we all gathered at our garden plot and started to take an action. We attentively sowed the seeds into the field, wishing that they would flourish day by day. During the next few days, we came to see them on schedule, watered them, and exactly wrote down their growth diaries. As we expected, they sprouted and grew up with great energy, and at the end of the whole process, we gained a good harvest. No sooner had we picked up the cabbage we had looked after well, than we all smiled delightedly. Our monitor took some pictures in order to memorize this amazing moment.

During this activity, not only did we enrich our knowledge about planting the vegetable, but we were also aware of the hard work our farmers had paid out. And, of course, whenever we think of this experience, we will always be reminded again about that hard work always pays off.