# 2026 北京石景山高三二模

# 英　　语

学校:_____姓名：_____班级：_____考号：_____

**一、完形填空**

Last Friday, our class had a chemistry test. Everyone looked ___1___ when Miss Clark walked in. “Turn off your phones and put them in your schoolbags,” she said.

When the bell finally rang, I was ___2___ but relieved. I packed my things quickly and left the classroom. On the way home, I suddenly noticed my pocket felt unusually ___3___. “My phone!” I cried. I ran back. When I pushed open the door, I saw only one student inside — David, the quietest boy in our class, holding a phone.

For a second, I felt ___4___. “Is that my phone?” I asked sharply. “Oh, yes,” he said quickly. “I was going to take it to the teacher’s office.” His face turned red. There was a small crack on the corner of the phone that only I would ___5___. I took it from him. There was an uncomfortable ___6___. I remembered the stories my classmates sometimes talked about him — that his family was poor and that he never had any nice things.

That night, I could not fall asleep. Was he embarrassed because he had been ___7___, or because I did not trust him?

The next morning before class, my classmates ___8___ about what had happened to me the day before. David stood up and said in a low voice, “Miss, may I say something?” He explained that he had found a phone and was ___9___ whose it was when I came back. “People think I might take things,” he added. “But I would never do that.”

The classroom became completely silent. The teacher looked at him with gentle eyes. “Thank you for being honest, David,” she said. My face ___10___.

| | | | |
|---|---|---|---|
| 1．A．content | B．nervous | C．honest | D．guilty |
| 2．A．driven out | B．found out | C．left out | D．worn out |
| 3．A．light | B．shallow | C．tight | D．neat |
| 4．A．confident | B．grateful | C．doubtful | D．impatient |
| 5．A．recognise | B．own | C．forget | D．treasure |
| 6．A．topic | B．truth | C．question | D．silence |
| 7．A．caught | B．told | C．hurt | D．understood |
| 8．A．complained | B．whispered | C．worried | D．thought |
| 9．A．hoping | B．calling | C．discussing | D．checking |
| 10．A．fell | B．softened | C．burned | D．paled |

## 二、语法填空

阅读下面短文，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。

When content creator Sherry, who has more than 9 million followers on TikTok, started uploading ___11___ (humour) how-to videos about everyday Chinese habits online in late 2025, she probably never ___12___ (think) her videos would gain millions of views and turn into a social media trend. Within just two months, her series of more than 20 videos, seen as a practical guide ___13___ "becoming Chinese", averaged 1 million views each.

阅读下面短文，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。

The first or last phrase ___14___ (speak) is memorised better than the conversation as a whole. In fact, this effect doesn't just work for conversations. For example, you may find yourself in a job interview ___15___ you're competing against other applicants. What matters is ___16___ you can manage to see the hiring manager first or last. If you do, you may leave a stronger impression. Of course, you'll have to be as good as the other candidates.

阅读下面短文，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。

Science and technology ___17___ (make) their way into competitive sports such as skiing and athletics, almost as quickly as they have in motor racing. Equipment producers are spending increasingly large budgets ___18___ (develop) state-of-the-art materials in the production of a whole range of sports items. At the same time, designers are employing programmes ___19___ (produce) high-performance equipment, which is stretching the capacity of today's athletes far beyond ___20___ of previous generations.

## 三、阅读理解

A

Student Tech Support Desk (STSD) is a school-based volunteer programme in the Digital Learning Centre. It gives students the chance to help schoolmates, with common technology problems connected with classroom learning, such as logging into school platforms, organising shared documents, and checking presentation settings.

STSD is for students who enjoy working with people and feel comfortable with everyday digital tasks. Student assistants provide practical help while building communication, teamwork, and problem-solving skills. The programme runs once a week after school during term time. Each support session lasts 45 minutes. Because the centre has a limited number of workstations and only one teacher is available to supervise each session, the number of student assistants is limited each term.

Before starting their work, selected students must attend a short training session on visitor support, basic digital

problems, and centre rules. Students who complete the programme successfully will receive a school service certificate, and their work will count as volunteer service hours.

Registration for Term 1 will open at 8:30 am on 15 February 2027.

**Waiting list**

If all places are filled, students may register for the waiting list. They will be contacted by email if a place becomes available or if an extra session is added. Students on the waiting list will receive an email showing their position on the list. Those nearer the top are more likely to be offered a place sooner.

**Attendance**

Students must sign the attendance form at each session. If a student misses two sessions in a row without informing the Digital Learning Centre, he or she will be removed from the programme and the place will be offered to someone on the waiting list.

21．What will student assistants do in STSD?

A．Train new visitors in centre rules.

B．Supervise each support session after school.

C．Repair equipment in the Digital Learning Centre.

D．Help schoolmates with common technology problems.

22．What will student assistants receive on completing the programme?

A．A paid job in the Digital Learning Centre.

B．A chance to design extra support sessions.

C．A school service certificate and volunteer hours.

D．A higher position on the waiting list for next term.

23．Student assistants will be removed from the programme if they _____.

A．stay too long on the waiting list

B．fail to sign up on 15 February 2027

C．do not complete the short training session on time

D．miss two sessions in a row without informing the centre

B

At 74, Margaret Ellis found herself asking what she should do next to keep both her mind active and her body strong. After retiring from her long career as a literature teacher, she suddenly had more free time than ever before. She could either return to the classroom as a student by taking an art history course, or try an initial training programme in Nordic walking (北欧健走). After thinking it over, she chose the latter.

On the first day of the training, Margaret arrived at the park with her new poles under her arm and took her place in the group as if it were part of her usual morning routine. Yet only when the session began did she realise how long it had been since she had last learned something entirely new.

Nordic walking was harder than she had expected. It required rhythm, balance, posture, and coordination between the arms and legs. Several times, she lost the pattern and had to start again. But instead of feeling discouraged, she tried to treat the movements like a performance. Years earlier, she had learned folk dance and enjoyed hiking, and those experiences helped her find the needed rhythm. “I listened for the rhythm,” she said, “and then I let my body follow.”

Physical activity had always been an important part of Margaret’s life. She had once been a swimmer, a cyclist, and a teacher who enjoyed organising school sports events. But what drew her most strongly to Nordic walking was something personal. Her father had loved long walks and often said, “Walk first. Answers come later.” Whenever life felt confusing, he would go outdoors and return calmer than before. Remembering him, Margaret felt she was not just learning a new sport. She was reconnecting with an old family habit.

Although Margaret joined the programme as a student. she soon became an inspiration to the rest of the group. When younger participants complained about tired arms or cold weather, they noticed her quietly adjusting her poles and starting again.

24．How did Margaret probably feel on the first day of the training?

A．Relaxed and confident.　　B．Proud and certain.

C．Excited but nervous.　　D．Surprised but disappointed.

25．What helped Margaret gradually adjust to the training?

A．Her previous teaching experience.

B．Her strong wish to win others’ respect.

C．Her past experience in dance and hiking.

D．His habit of exercising alone in the park.

26．What can we learn about Margaret from the passage?

A．She depended on the instructor’s help.

B．She influenced others by the way she acted.

C．She cared more about technique than personal growth.

D．She joined the training to reconnect with her family habit.

27．What does the passage mainly tell us?

A．Practice makes perfect.　　B．Health always comes first.

C．It is never too late to begin.　　D．Parents shape who we become.

C

After the school basketball final, Jason sat alone on the playground, staring at his phone. His team had lost by one point, and he had missed the last shot. Then came a message from his friend: “Don’t worry. It’s just one game.” Instead of feeling better, Jason felt even more alone.

Most people have probably responded like Jason’s friend at some point. When someone around us is upset, our first instinct (本能) is often to make that person feel better as quickly as possible. As a result, many people turn to familiar expressions such as “It will be fine.” However, researchers have begun to question whether optimism is really what people in distress need most.

Dr Laura Chen, a researcher at a Canadian university, has been studying how people respond to different kinds of comforting messages, especially in online exchanges. In one of her studies, more than 1,000 participants were presented with various texting scenarios (场景) and asked to imagine themselves as the receiver of each message.

In one example, Alex texted his friend Jamie to say that he had just failed his driving test. Some participants saw Jamie reply, “I’m really sorry. That must feel awful.” Others saw a different response: “Don’t worry, you’ll be fine next time!” They were then asked how understood they would feel in Alex’s situation. Most said the first response made them feel more understood because it acknowledged Alex’s disappointment. By contrast, the second response, though clearly well-intentioned, was often judged less helpful.

This is where the idea of validation (认同) becomes important. According to Chen, one possible explanation is that optimistic phrases sometimes create a form of emotional pressure. When people hear “Don’t worry”, they may feel pressured to recover quickly or move beyond their negative feelings before they are ready. Yet emotions such as sadness, anger, or disappointment usually do not disappear on command (指令). Chen further points out that comforting language may sometimes serve the speaker more than the listener. Saying something hopeful can help the comfort-giver feel useful or emotionally in control. For the person in distress, however, the same words may create a sense of isolation (孤立) rather than relief, especially if they suggest that strong feelings are inconvenient.

Still, Chen is careful not to overgeneralise. Her research focuses mainly on online communication, and reactions may differ in other settings. In more formal relationships, such as those between doctors and patients, comforting language may function differently.

28．The author mentions Jason at the beginning mainly to _____.

A．introduce the topic　　B．describe the background

C．present a social problem　　D．compare different attitudes

29．According to Chen, a hopeful phrase in comforting messages would _____.

A．help the listener feel relieved

B．increase validation of the messages

C．harm the friendship between friends

D．make the one offering comfort feel better

30．Which of the following would Chen most probably agree with?

A．People in distress usually prefer advice to sympathy.

B．The effect of comforting language varies with context.

C．Emotional support should focus on solving the problem first.

D．Positive messages are more helpful in offline communication.

D

There is a great deal of anxiety these days about the dangers of human-AI relationships. Reports of self-harm linked to interactions with chatbots have understandably made headlines. The phrase “AI psychosis” has even been used to describe people who experience delusions (妄想) or dissociation after talking to large language models. Our unease has only grown as studies suggest that many teenagers now talk to AI companions regularly, and a significant number find these conversations as satisfying as, or even more satisfying than, those with real-life friends.

But we need to slow down the panic. The risks are real, yet so are the potential benefits. After all, nonhuman relationships have always been part of human life. We have long formed attachments to pets, objects and even machines. In the case of pets, these are real relationships.

Our attachments to objects or cars, by contrast, are one-sided. Yet only rarely do such relationships become pathological (致病的).

What makes AI relationships unsettling is that language models use fluent language to create the impression of human-like thoughts, feelings and intentions. They also tend to respond in sycophantic ways, reinforcing what users already believe. That combination can push vulnerable (脆弱的) people toward delusion. Even so, an uncomfortable question remains: if some people cannot fully see through the illusion that AI systems are real and caring, is that always harmful?

Consider loneliness. It is widespread and strongly associated with poor health outcomes. Early research suggests that AI companions may reduce loneliness, not simply as a distraction, but because people experience them as parasocial relationships. There is also evidence that AI can function as a useful therapeutic (治疗的) tool. It may not be as effective as a human therapist, but for people who cannot access therapy at all, something imperfect may still be better than nothing.

The problem is that research is still at an early stage, while many AI companions are being developed by profit-

driven companies. Such companies have every motivation to downplay risks, highlight benefits and avoid regulation.

I remain hopeful that AI companionship may have a place. But that will only be true if it is grounded in science and developed by organisations committed to the public good. These systems should lead vulnerable users to build the social skills needed for real human relationships. The ultimate goal of AI companions should be to make themselves out-of-date, because it will always be better to talk to a real person.

31．Regarding AI companionship, the author is mainly _____.

A．negative　　B．supportive　　C．balanced　　D．uncertain

32．What does the word “sycophantic” underlined in Paragraph 3 most probably mean?

A．Praising.　　B．Watchful.　　C．Caring.　　D．Critical.

33．What can we learn from the passage?

A．AI will replace human therapists.

B．AI companions should keep themselves updated.

C．Nonhuman relationships rarely develop into unhealthy ones.

D．Profit-driven companies tend to underestimate the threats of AI.

34．What is the best title for the passage?

A．Can code cure loneliness?　　B．Are friends electric?

C．Will chatbots take our place?　　D．Who should we trust with AI?

Boundaries are the limits we set for ourselves. We usually talk about boundaries with others, but they matter just as much with ourselves.

Without boundaries, anxiety can affect every aspect of our lives, making it difficult to focus on anything else when worries arise. ___35___ When worries come up outside that time, you can reinforce this boundary by reminding yourself of the time you’ve put aside to deal with them.

___36___ Breaking it can be equally difficult. People tend to talk to themselves far more harshly than they would to anyone else. Setting boundaries around-self-talk can start with noticing when you say something unkind to yourself and replacing it with something more reasonable.

Self-care means a million things to a million people. ___37___ It involves recognizing and meeting our needs in a range of areas. Self-care can take many forms, including time alone, connection with others, physical care, and emotional expression. It also includes practical tasks, such as regular dental checkups. ___38___

Clarifying our values and living by them is a key part of setting boundaries with ourselves. The extent to which our actions reflect our values is a measure of self-respect. Consider what truly matters to you. ___39___ When something crosses your moral compass, or would otherwise compromise your self-respect, notice that and take action.

Making and keeping commitments to yourself is another form of self-care.

A．This can give you a sense of your priorities.

B．It is so easy to fall into a pattern of critical self-talk.

C．Self-planning requires consideration of a range of factors.

D．Take note of what you need to be at your best, and schedule it.

E．It's much more than getting your nails done or having a sweet coffee.

F．This makes it essential for anxiety to be managed through clear boundaries.

G．Setting aside time to deal with such concerns is important for peace of mind.

阅读下面短文，根据题目要求用英文回答问题。请在答题卡指定区域作答。

Emma, a Brookfield High School student from Canada, decided that she would devote herself to reducing food waste so that she could make a meaningful difference in her community.

To tackle the problem, Emma planned to create a school composting system that could turn cafeteria leftovers into soil for the school garden. Now her plan is becoming a reality. Ten compost bins are scheduled to be installed around campus in early April.

As she began researching food waste, Emma discovered an online tool that helped schools estimate how much waste they produced each week. After entering data from her school cafeteria, she realised that hundreds of kilogrammes of food were being thrown away every month. At the suggestion of her biology teacher, Karen Mills, she first conducted a survey among students and staff to learn more about their eating habits and attitudes toward recycling. Then she continued her research, contacting a local environmental group for advice on composting equipment and maintenance. Since she did not have enough money to begin the project, she persuaded Brookfield's principal to support her after explaining how the system could benefit both the school and the neighbourhood.

Because the school provided the initial funding for the bins and basic equipment, the project has grown to include a student volunteer team responsible for collecting and sorting food waste. The finished compost is expected to be used in the school garden, where vegetables and flowers will be grown for science lessons and community events.

"It feels amazing to think that an idea I had during lunch one day could turn into something this useful," said Emma, expressing thanks for Mills' guidance.

40．What was Emma's plan for reducing food waste at school?

_____

41．How did Emma convince the principal to support her project?

_____

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

➢ **After receiving advice from a local environmental group, Emma conducted a survey among students and staff to learn more about their eating habits and attitudes.**

43．What can you learn from Emma's story about solving problems in daily life? (**In about 40 words**)

**四、书信写作**

44．假设你是红星中学高三学生李华。你校正在举办"最美中国风"的社团活动，你的外国朋友 Jim 对此很感兴趣。请你用英文给他写一封电子邮件，内容包括：

1.活动情况；

2.你的感受。

注意：

1.词数 100 字左右；

2.开头和结尾已给出，不计入总词数。

Dear Jim,

Yours,

Li Hua

# 参考答案

**第一部分知识运用(共两节，30 分)**

第一节完形填空(共 10 小题；每小题 1.5 分，共 15 分)

| | | | | |
|---|---|---|---|---|
| 1. B | 2. D | 3. A | 4. C | 5. A |
| 6. D | 7. A | 8. B | 9. D | 10. C |

第二节语法填空(共 10 小题；每小题 1.5 分，共 15 分)

| | | | | |
|---|---|---|---|---|
| 11. humorous | 12. thought | 13. to | 14. spoken | 15. where |
| 16. whether | 17. have made | 18. developing | 19. to produce | 20. that |

**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)

| | | | | |
|---|---|---|---|---|
| 21. D | 22. C | 23. D | 24. A | 25. C |
| 26. B | 27. C | 28. A | 29. D | 30. B |
| 31. C | 32. A | 33. D | 34. B | |

第二节(共 5 小题；每小题 2 分，共 10 分)

| | | | | |
|---|---|---|---|---|
| 35. G | 36. B | 37. E | 38. D | 39. A |

**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 题分,第 43 题 5 分,共 12 分)

一、评分细则

【第 40 题】

(1)内容意义：意义要符合原文，回答内容要完整。

*如只抄写原文第二段第一句，不扣分。

*如抄写原文中的第二段第一句之外，抄写其他内容，不得分。

(2)语言：准确、连贯。

*如准确性和连贯性欠佳，酌情扣分。

【第 41 题】

(1)内容意义：意义要忠实于原文，所表达内容要完整。

*如只抄写原文第三段段最后一句，不扣分。

*如抄写原文中的第三段最后一句之外，抄写其他内容，不得分。

(2)语言：准确、连贯。

*如准确性和连贯性欠佳，酌情扣分。

【第 42 题】

(1)划线标准：

*如完全划线正确，得 1 分。

* *After receiving advice* 或或 *from a local environmental group* 得 1 分。

*如只划 After, 解释合理，划线部分得 1 分，如解释不当，划线部分不得分。

*其他情况不得分。

(2)内容意义：解释符合原文意义。

(3)语言：准确、连贯。

*如准确性和连贯性欠佳，酌情扣分。

【第 43 题】

| 分数 | 具体描述 |
|---|---|
| 5 分 | 紧扣主题，仅有个别语法错误 |
| 3-4 分 | 贴近主题，有一些语言错误，但不影响理解 |
| 1-2 分 | 与主题相关，有大量语言错误，影响理解 |
| 0 分 | 与主题不相关 |

字数要求：

*如超过 50 字,扣 0.5 分。

*如少于 30 字,扣 0.5 分;如少于 20 字,扣 1 分。

二、参考答案

40. Her plan was to create a school composting system.

41. She convinced the principal by explaining that the system could benefit both the school and the neighborhood.

42. *After receiving advice from a local environmental group*

Because Emma first conducted a survey among students and staff, and only then contacted a local environmental group for advice. 或 It was at the suggestion of her biology teacher, that she conducted a survey.

与文章信息相符的答案都可以接受。

43. 范文

Emma’ s story teaches me that solving problems in daily life needs action, patience, and support from others. If we keep working on an idea and look for help when necessary, we can turn it into something useful.

第二节(20 分)

一、评分标准

| 维度<br>分档 | 内容(8 分) | 语言(8 分) | 结构(8 分) |
|---|---|---|---|
| 一档<br>(6-8) | 内容完整，详略得当。<br>•表述与主题相关。 | •语言准确，基本无语言错误；句式多样。<br>·语言表达基本得体。 | •条理清晰，结构合理。<br>•衔接自然，行文连贯。 |
| 二档<br>(3-5) | •内容基本完整。<br>•表述与主题基本相关。 | •语言有一些错误，但不影响理解；句式有一定变化。<br>•语言表达不太得体。 | •条理基本清晰，结构基本合理。<br>•有一定衔接手段，行文基本连贯。 |
| 三档<br>(0-2) | •内容不完整。<br>• 表述与主题不太相关或完全无关。 | •语言有大量错误，影响理解。<br>• 语言表达不得体。 | •条理不清晰。<br>•支离破碎。 |

计算方法:总分(20 分)=内容(8 分)×1+语言(8 分)×1+结构(8 分)×0.5。

二、评分细则

1.评分时先判断作答内容与题目是否有关，若内容判为零分，语言与结构均为零分。

2.内容、语言、结构三维度的分数应该呈现正相关。

3. 内容完整，不仅指要点齐全，而且指要点延展适当、适度，延展内容需与主题表达相关、详略得当。

4.语言准确指语法、单词拼写、标点符号等的准确性。

5.语言得体，指根据表现方法、场合、对象、目的的差异，恰当使用语言。

6. 结构合理性，不单指段落的划分，还指段落之间、句式之间的逻辑关系，有一定的衔接手段，段落过渡自然，句子之间连贯。

7.词数少于 80 词或多于 120 词，从总分中减去 1 分。

8.英式、美式拼写均可接受。

三、范文

**Dear Jim,**

I'm glad to know that you are interested in our school club activity called “The Most Beautiful Chinese Style”.

The activity focuses on three aspects of China: traditional culture, technological innovation and its growing influence in the world. Our school is holding photo shows, speech contests and short-video sharing. Through these activities, we introduce cultural symbols, share stories of scientific progress and present a changing China.

I find this activity meaningful and inspiring. It helps me understand my country better and gives me a chance to

share China with others. I feel proud of both its long history and modern achievements.

*Yours,*

*Li Hua*