2019 北京西城高三一模

英　　语　　2019.4

本试卷共 9 页，共 120 分。考试时长 100 分钟。考生务必将答案答在答题卡上，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

I often help my mom cook and baked chicken is my favorite thing to make. One day, when mom was sick, I tried to make the chicken all by myself. I washed the chicken and put it in a pan in the oven _1_ (bake). When the bell rang to tell me the chicken was done, I opened the oven door. Guess what? The chicken was not cooked! I started to laugh. I forgot to turn _2_ the oven! Did you know what I did next? I _3_ (order) pizza. Mom was happy I "cooked" by myself and we could eat the pizza together.

B

Chocolate was first used as a drink over 3,500 years ago in Central America. It was very popular with the Mayans and the Aztecs. In fact, cocoa beans were very important to people there. That was _4_ they were used as money. In the beginning, cocoa _5_ (plant) in Ecuador, which was, for a long time, the world's number-one producer of cocoa beans. It is still one of the top _6_ (producer) of the beans, but nowadays more than 70 per cent of cocoa beans come from West Africa.

C

Wallace's giant bee is the world's _7_ (large) bee, with a body the size of a human thumb and wings that can spread to about 2.5 inches. That may sound _8_ (frighten), but the bee isn't likely to hurt anyone. It uses its large jaws (嘴) to collect a sticky goo, called resin, from trees. The bee _9_ (make) its home in termite mounds (白蚁丘) found on trees, using the resin to protect its nest from the termites. Until recently, the bee had been seen by scientists only _10_ (two), once in 1868 and again in 1981.

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。

We first met Tom and Gee in the early days of our marriage. Someone had been _11_ our garbage cans to the garage each garbage day, and Jim and I had wondered _12_. Then one day we _13_ him: an elderly man who lived across the street.

I baked cookies and left them on a chair outside the garage _14_ a thank-you note. When we got home from work that day, a typed letter had replaced the _15_. The letter was from Tom and explained how he had come to _16_ the neighborhood on garbage day, returning cans for people he _17_ knew. Back when he'd been fighting a war I wasn't alive to see, his young wife, Gee, had found herself living alone. Neighbors had taken the time to _18_ her garbage cans so _19_ didn't have to, and he _20_ forgot. Now he paid it forward by doing the same for all of us.

A few years after we'd moved in, Tom died. We photocopied that letter and _21_ it to one of our own for Gee. We told her how _22_ Tom had been to us, how sad we felt sorry for her, how thankful we were to have _23_ him. She wrote back and told us she still talked to Tom every day.

These days, we're planning a _24_. The house that seemed so huge six years ago is filled with furniture and books and toys and, of course, people. We know it's time to go, and _25_ we can't seem to stick the For Sale sign up on the lawn. Gaining a third bedroom sometimes seems like an awful trade for all we stand to _26_.

It's not just Gee. It's the man who lets our kids pick peaches off the tree in his front yard. It's the ladies who _27_ Jim when their pool filter (过滤器) breaks and leave overflowing baskets for our kids on Easter. It's the police officer living directly across from us, who smiles and waves and makes me feel a little _28_ when Jim is away.

The moving boxes are still neatly packed in our basement, but Jim and I agree to _29_ until January. Maybe before leaving I'll talk to Tom, just as Gee still does. Thank you, I'll say, for teaching us what it means to be a _30_.

11. A. lifting B. returning C. delivering D. fixing

12. A. who B. what C. how D. why

13. A. visited B. caught C. spotted D. followed

14. A. in B. for C. to D. with

15. A. gift B. chair C. garbage D. cake

16. A. protect B. search C. walk D. greet

17. A. only B. barely C. nearly D. surely

18. A. handle B. change C. recycle D. open

19. A. they B. we C. he D. she

20. A. never B. always C. sometimes D. seldom

21. A. wrapped B. connected C. attached D. exposed

22. A. special B. hopeful C. powerful D. lucky

23. A. contacted B. remembered C. known D. understood

24. A. party B. trip C. meeting D. move

25. A. also B. yet C. then D. therefore

26. A. win B. lose C. fail D. save

27. A. help B. treat C. charge D. call

28. A. stronger B. happier C. safer D. firmer

29. A. plan B. wait C. prepare D. talk

30. A. husband B. friend C. couple D. neighbor

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

Amsterdam Destination Guide



Amsterdam is one of the most popular travel destinations in the world, famous for its beautiful canals, top art museums, cycling culture and so on. It is the capital and most populous city in the Netherlands and often referred to as the "Venice of the North" because of its expansive system of bridges and canals. Here are some of the key points to remember as you plan your trip to Amsterdam.

Boom Season	Population	Language(s)	Currency	January Climate	July Climate
May to October	813,562	Dutch	Euro	Average high: 5.8 °C	Average high: 22.0 °C

Must-See Attractions

Most visitors begin their Amsterdam adventure in the Old Centre, which is full of traditional architecture, shopping centers, and coffee shops. You'll also want to check out Amsterdam's Museum Quarter in the South District, which is great for shopping at the Albert Cuyp Market and having a picnic in the Vondelpark. The top museums to visit there are the Rijksmusuem, the Ann Frank House, and the Van Gogh Museum.

If You Have Time

There are several other unique districts in Amsterdam, and you should try to explore as many of them as time allows. The Canal Ring is a UNESCO World Heritage Site that was originally built to attract wealthy home owners and is a center for celebrity spotting and nightlife today. The Plantage area has most of the city's museums, including the Jewish Historical Museum, the Scheepvaart Museum, and the botanical gardens.

Money Saving Tips

- Unless you really want to see the tulips (郁金香) blooming, avoid booking between mid-March and mid-May. This is when hotel and flight prices rise.
- Look for accommodations in Amsterdam's South District, where rates are generally cheaper than in the city center.
- Buy train tickets at the machine instead of the counter to save a bit of money.
- Instead of hiring a tour guide, hop on a canal boat. They're inexpensive and will give you a unique point of view of the city.

Check out our homepage to view price comparisons for flights, hotels, and rental cars before you book.

31. What can be learned about Amsterdam from this passage?

A. Amsterdam is called the "Venice of the North" because of its location.

B. The Van Gogh Museum lies in Amsterdam's Museum Quarter.

C. The Old Centre is a UNESCO World Heritage Site.

D. The Canal Ring is a place to attract garden lovers.

32. In order to save money in Amsterdam, you can _____.

A. arrange a guided canal tour

B. buy train tickets at the counter

C. reserve a hotel in the South District

D. book flights between mid-March and mid-May

33. Where is the passage most probably taken from?

A. A magazine. B. An essay. C. A report. D. A website.

B

Three months after Hurricane Katrina in 2005, Rebecca Sell, then 24, a photojournalist for *Fredericksburg* photographed a New Orleans couple worriedly examining water-spotted photo albums. As she took the photo, something within her clicked. "I told them I could take the ruined pictures, copy them and give them digitally restored (修复) photos," she recalls. Although a bit sceptical, the couple agreed. Rebecca took their photos home, restored them and took them to the couple at their temporary home. "It felt so good to be able to do that for them," says Rebecca.

When her editor, Dave Ellis, saw the photo of the couple, he suggested they go back and restore damaged photos for even more people. So in January 2006, with paid time off from the paper, the two set up shop in Pass Christian. After

posting a notice in the community newsletter, Rebecca and Dave received 500 photos in four days. For each, the pair took a new digital picture, then used high-tech software to erase water spots and restore colors. It just so happened that a popular website linked to Dave's blog about the experience, and soon Operation Photo Rescue, as it came to be known, had emails from hundreds of volunteers, including photographers and restoration experts, eager to help.

Though digital restoration is a painstaking process, mending irreplaceable family pictures means the world to victims like Emily Lancaster, 71, who took out piles of ruined photo albums after Katrina, never thinking the mess could be saved. But she just couldn't bear to part with a few treasured pictures, including a portrait of her father, who had passed away, and a photo of her husband as a boy. Then she heard about Operation Photo Rescue. "I didn't have a whole lot of hope they could fix them, but they did," Emily says. "Almost every day I think about all the pictures I've lost. I'm so happy to have these two."

In the five years since Katrina, Operation Photo Rescue has collected thousands of pictures ruined by floods, hurricanes and tornadoes. Volunteers make "copy runs" to disaster areas across the country to gather damaged photos from survivors; operating costs are covered by donations. "It's great to be able to give people some of their history back," says Rebecca. "One person told me that thanks to us, her grandmother got to see her photos again before she passed away. Moments like that remind me why I do this."

34. When Rebecca took the picture of the New Orleans couple, she decided to _____.

A. take them to their temporary home

B. help with their damaged photos

C. set up shop in Pass Christian

D. cover Hurricane Katrina

35. From Paragraph 2, we know that Dave and Rebecca _____.

A. quit their jobs in 2006

B. inspired volunteers to join them

C. spent four days mending the photos

D. made their work known in their newspaper

36. How did Emily Lancaster feel when she first heard about Operation Photo Rescue?

A. Excited. B. Hopeless. C. Satisfied. D. Sceptical.

37. What is the best title for the passage?

A. Surviving Hurricanes

B. An Act of Generosity

C. Saving Memories

D. A Lucky Couple

C

Like many other people who speak more than one language, I often have the sense that I'm a slightly different person in each of my languages—more confident in English, more relaxed in French, more emotional in Czech. Is it possible that, along with these differences, my moral compass (指南针) also points in somewhat different directions depending on the language I'm using at the time?

Psychologists who study moral judgments have become very interested in **this question**. The findings of several recent studies suggest that when people are faced with moral dilemmas (困境), they do indeed respond differently when considering them in a foreign language than when using their native tongue.

In a 2014 paper led by Albert Costa, volunteers were presented with a moral dilemma known as the "trolley problem": imagine that a runaway trolley is moving quickly toward a group of five people standing on the tracks, unable to move. You

are next to a switch that can move the trolley to a different set of tracks, therefore sparing the five people, but resulting in the death of one who is standing on the side tracks. Do you pull the switch?

Most people agree that they would. But what if the only way to stop the trolley is by pushing a large stranger off a footbridge into its path? People tend to be very hesitant to say they would do this, even though in both situations, one person is sacrificed to save five. But Costa and his colleagues found that presenting the dilemma in a language that volunteers had learned as a foreign tongue dramatically increased their stated willingness to push the sacrificial person off the footbridge, from fewer than 20% of respondents working in their native language to about 50% of those using the foreign one.

Why does it matter whether we judge morality in our native language or a foreign one? According to one explanation, such judgments involve two separate and competing ways of thinking—one of these, a quick, natural "feeling," and the other, careful deliberation about the greatest good for the greatest number. When we use a foreign language, we unconsciously sink into the more careful way simply because the effort of operating in our non-native language signals our cognitive (认知的) system to prepare for difficult activity.

An alternative explanation is that differences arise between native and foreign tongues because our childhood languages are filled with greater emotions than are those learned in more academic settings. As a result, moral judgments made in a foreign language are less filled with the emotional reactions that surface when we use a language learned in childhood.

There's strong evidence that memory connects a language with the experiences and interactions through which that language was learned. For example, people who are bilingual (双语的) are more likely to recall an experience if reminded in the language in which that event occurred. Our childhood languages, learned in the middle of passionate emotion, become filled with deep feeling. By comparison, languages acquired late in life, especially if they are learned through limited interactions in the classroom or dully delivered over computer screens and headphones, enter our minds lacking the emotionality that is present for their native speakers.

38. What does "this question" in Paragraph 2 refer to?
    A. What contributes to one's language improvements?
    B. Is it necessary to learn more than one foreign language?
    C. Does the language one uses influence one's moral judgments?
    D. How do people deal with moral dilemmas in a foreign language?
39. When the "trolley problem" was presented in a foreign language, volunteers were more likely to _____.
    A. care less about the five people
    B. pull the switch to the side tracks
    C. remain hesitant about what to do
    D. sacrifice the stranger on the footbridge
40. The underlined word in Paragraph 5 is closest in meaning to _____.
    A. consideration B. guidance C. selection D. arrangement
41. What can we learn from the last two paragraphs?
    A. Bilingual people are less emotional than others.
    B. Native language learning involves greater emotions.
    C. Childhood memories limit foreign language learning.
    D. Academic settings promote foreign language learning.

D

We talk continuously about how to make children more "resilient (有恢复力的)", but whatever we're doing, it's not working. Rates of anxiety disorders and depression are rising rapidly among teenagers. What are we doing wrong?

Nassim Taleb invented the word "antifragile" and used it to describe a small but very important class of systems that gain from shocks, challenges, and disorder. The immune (免疫的) system is one of them: it requires exposure to certain kinds of bacteria and potential allergens (过敏原) in childhood in order to develop to its full ability.

Children's social and emotional abilities are as antifragile as their immune systems. If we overprotect kids and keep them "safe" from unpleasant social situations and negative emotions, we deprive (剥夺) them of the challenges and opportunities for skill-building they need to grow strong. Such children are likely to suffer more when exposed later to other unpleasant but ordinary life events, such as teasing and social rejection.

It's not the kids' fault. In the UK, as in the US, parents became much more fearful in the 1980s and 1990s as cable TV and later the Internet exposed everyone, more and more, to those rare occurrences of crimes and accidents that now occur less and less. Outdoor play and independent mobility went down; screen time and adult-monitored activities went up.

Yet free play in which kids work out their own rules of engagement, take small risks, and learn to master small dangers turns out to be vital for the development of adult social and even physical competence. Depriving them of free play prevents their social-emotional growth. Norwegian play researchers Ellen Sandseter and Leif Kennair warned: "We may observe an increased anxiety or mental disorders in society if children are forbidden from participating in age adequate risky play."

They wrote those words in 2011. Over the following few years, their prediction came true. Kids born after 1994 are suffering from much higher rates of anxiety disorders and depression than did the previous generation. Besides, there is also a rise in the rate at which teenage girls are admitted to hospital for deliberately harming themselves.

What can we do to change these trends? How can we raise kids strong enough to handle the ordinary and extraordinary challenges of life? We can't guarantee that giving primary school children more independence today will bring down the rate of teenage suicide tomorrow. The links between childhood overprotection and teenage mental illness are suggestive but not clear-cut. Yet there are good reasons to suspect that by depriving our naturally antifragile kids of the wide range of experiences they need to become strong, we are systematically preventing their growth. We should let go—and let them grow.

42. Why does the author mention the immune system in Paragraph 2?
A. To stress its importance.
B. To analyze the cause of anxiety.
C. To question the latest discovery.
D. To help understand a new word.

43. Parents overprotect children because _____.
A. they are concerned about their children's safety
B. they want to keep children from being teased
C. parent-monitored activities are a must
D. children are not independent enough

44. According to the author, free play can _____.
A. promote children's resilience
B. strengthen children's friendship
C. reduce children's risky behavior
D. develop children's leadership skills

45. Which of the following does the author probably agree with?
A. Stop trying to perfect your child.
B. It takes great courage to raise children.
C. Prepare the child for the road, not the road for the child.
D. While we try to teach our children all about life, our children teach us what life is all about.

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。

Today's students are surrounded by information. The ability to figure out exactly why authors write—and not accept every opinion as fact—is a key skill. _46_ The following strategies teach them how to figure out why authors really write.

Start with why. "Why did the author write this piece?" is the key question asked to identify author's purpose. To help students expand their understanding of "why," post various types of nonfiction (an advertisement, opinion article, news article, etc.) around your classroom and have students quickly identify a purpose for each. _47_

Talk about structure. Authors use different structures for different purposes. For example, one author may use time order to explain an event, while another author uses compare and contrast to put that event into context.

_48_ Often when authors write, they're trying to get readers to feel a certain way. Perhaps the author of an article about whale conservation wants readers to feel sad about the difficult situation of whales. Or the author of a letter may want to make the recipient feel better about a situation. After students read a text, stop and ask: How do you feel? And how did the author get you to feel this way?

Connect it to students' own writing. It doesn't have to be said that writing and reading go hand in hand. _49_ When students are asked to write about a topic that they think everyone should know about, to explain a procedure or to share a personal memory, they'll become more conscious of how authors approach writing.

Observe how purpose changes within a text. Author's purpose is often studied through the text as a whole, but authors have different reasons for writing within texts as well. _50_ Then, they may launch into a list of facts that make the reader

feel discouraged about the situation. And finally, they may conclude with an appeal. Take a short article and break it apart, identifying the different purposes so that students see how author's purpose changes as they read.

A. Get to the heart.

B. Identify the topic.

C. The readers may get more advanced in their work with informational text.

D. For example, an author may include a funny anecdote (轶事) to draw the reader in.

E. In particular, they'll need to figure out author's purpose and draw their own conclusions.

F. Expand students' awareness of why people write by having them write for different purposes.

G. Or keep a running Author's Purpose board with a list of the various reasons that authors write.

第三部分：书面表达 (共两节，35分)

第一节（15 分）

你的英国朋友 Jim 对你们学校的学生社会实践活动非常感兴趣。他来信希望你介绍这方面的有关情况。请你给他回信，内容包括：

1. 学校有哪些社会实践活动；
2. 你最喜欢哪一类活动；
3. 喜欢的原因。

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：社会实践活动 extracurricular activity

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年级学生李华. 请根据以下四幅图的先后顺序,写一篇英文周记,记录上周你制作以 "我眼中的改革开放 40 年"为主题的小报的全过程。

注意：词数不少于 60。

提示词：改革开放四十年 40 years of China's reform and opening-up

改革开放四十周年展览 exhibition commemorating the 40th anniversary of China's reform and opening-up



（请务必将作文写在答题卡指定区域内）

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 15 小题；每小题 1.5 分，共 15 分）

1．to bake　2．on　3．ordered　4．why　5．was planted
6．producers　7．largest　8．frightening　9．makes　10．twice

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．A
16．C	17．B	18．A	19．D	20．A
21．C	22．A	23．C	24．D	25．B
26．B	27．D	28．C	29．B	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．D	34．B	35．B
36．D	37．C	38．C	39．D	40．A
41．B	42．D	43．A	44．A	45．C

第二节（共 5 小题；每小题 2 分，共 10 分）

46．E　47．G　48．A　49．F　50．D

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所写内容的理解。 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	未能传达任何信息；所写内容与要求无关。

三、One possible version:

Dear Jim,

I'm happy to hear that you're interested in the extracurricular activities organized by our school. Now, I'd like to give you more details.

A variety of activities have been organized, such as visiting Capital Museum, taking a field trip to Qufu, Shandong, home of Confucius, planting trees in Mangshan Park and learning to bake a cake in a pastry shop, just to name a few.

The activities mentioned above are quite popular with students. My favorite kind of activity is field trips. I went to Qufu in Senior One and Hangzhou in Senior Two. Both trips deeply impressed me. The reasons why I like field trips are as follows. First, field trips offer me a good chance to broaden my horizons. As the Chinese saying goes: "It is better to travel ten thousand miles than to read ten thousand books." Not only can I learn from locals and my own experiences, but also I can see with my own eyes our beautiful country and splendid culture. Second, field trips improve my research skills. Before we take field trips, we are always asked to prepare by searching online or in the library for useful information. Third, field trips help strengthen friendships. Since many of the field trips last several days, it is a good opportunity to bond with classmates better outside the classroom.

I really hope that you can go on a field trip with us in the future.

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、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、内容要点：

1. 思考选题　　2. 谈论过去

3. 参观展览　　4. 制作小报

三、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。 ·漏掉或未描述清楚主要内容； ·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。 ·明显遗漏内容要点； ·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。

四、One possible version:

Last week I participated in a school activity about making a poster entitled “40 years of China’s reform and opening-up in my eyes”.

On Friday evening, I was wondering what topic to choose for my poster. Many ideas popped into my head like “transportation”, “environment”, but I finally decided on “great changes in my home”. Immediately I turned to my parents for help. Hearing that, they took out some photo albums and began their talk. Mom told me about what our home looked like twenty years ago while dad showed me some photos taken at that time. It was the first time I had seen an old-fashioned electric fan and tape recorder. Seeing my curious expression, my parents suggested a visit the next day to the exhibition commemorating the 40th anniversary of China’s reform and opening-up.

At the exhibition, we were amazed by the brilliant achievements made in the past four decades. In the daily life area, what attracted me most was the evolution of electric appliances, especially TV sets, from the clumsy small ones to the modern high-tech ones. Dad pointed at one TV, saying his family had a similar one when he was a kid. Considering these TVs could be used on my poster, I took some photos. With all the material collected, I got down to my poster, on which I wrote about the great changes in my home and also included some pictures.

My home is just one example. I am sure lots of Chinese families resemble mine, benefiting from China’s reform and opening-up. How proud I feel about the great changes!