2020 北京朝阳高三一模

英　　语

2020.5

（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

With our graduation day around the corner, I was busy preparing presents for my friends. As usual, I walked into the classroom, only 1_____(find) a big box standing there. Approaching, I saw my name 2____(write) on it. I was quite shocked when the box 3_____(open) and I saw "myself", a vivid statue, sitting inside smiling up at me. I was at a complete loss for words. It was the most unique, unconventional present in my life.

B

Analysis finds Earth's magnetic(有磁性的) field was in place by at least 3.7 billion years ago, as early life arose.

Scientists think that having a magnetic field 4____(make) Earth more friendly to life. The field, 5 is generated by liquid iron moving about in the planet's core, protects Earth ____6_____energetic particles(粒子) flowing from the Sun. It helps the planet hold on to its atmosphere and maintain liquid water on its surface.

C

Do you have a mentor(导师) helping you make decisions in your life? If you do, then you are a very lucky person. 7____if not, then read the book *Tuesdays with Morrie*.

It tells the true story of the author, Mitch Albom, and his dying former professor, Morrie Schwartz. 8 you read this book, you will learn some very meaningful lessons from a professor dying from Lou Gehrig's disease. When Mitch visits Morrie every Tuesday, the 78-year-old professor shares words of 9___(wise) about love, life, communication, values, and openness with his former student. As a beautiful tale 10___(deliver) many powerful lessons about life, this book should be high on everyone's reading list.

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。

Gidda's Team

The door closed behind Malik, making Mama look up from the hot meal. "Just in time for dinner. Will you 11 Gidda, please?"

Gidda was staying in Malik's bedroom. He didn't 12 giving up his room for his 82-year-old grandmother at first. But then she didn't leave. Malik 13 over her suitcase on the floor. "Sorry," Gidda said. "I'm just a nuisance(讨厌的人) here. I'm 14 ." Malik didn't answer as he helped her up from her chair.

At dinner, Mama asked Malik, "How's your 15 with the coach?"

Malik was captain of school soccer team, and he had to discuss a fundraiser with the coach. They'd have to raise hundreds of dollars to 16 their old shirts, and that seemed unlikely unless Malik came up with a(n) 17 plan.

Unwillingly, Malik said, "It's just team stuff." Changing the 18 , Malik turned to Gidda. "Do you want to go sit outside after dinner?"

Gidda agreed. In the soft warmth of the evening, Gidda settled herself beneath the enormous fig(无花果) tree. "Feels like home," she said. But Malik 19 , "It drops figs everywhere." Right then, a fig landed on his head. Gidda laughed, picked it up, and took a 20 . "Perfect. Pick me a bunch. I'll make fig cakes."

The next morning, Malik found Gidda making fig cakes in the kitchen. She offered him one. Malik, hoping it wasn't too awful, put it in his mouth. His eyes 21 as he chewed. It was delicious. He eyed the tree in the backyard. How many fig cakes could it 22 ?

Malik grabbed his phone and started 23 in a rush of excitement. An hour later, most of the soccer team gathered in the kitchen, and ate up fig cakes.

"Gidda's Fabulous(极好的) Fig Cakes!" Malik said. "We'll 24 them! Gidda said they were easy to make; she'll 25 us how."

At dinner that night, Gidda shared their plan with Mama, smiling 26 as she repeated the title Malik gave on her, "Team Grandmother."

The next day, the kitchen was full of 27 . Walking slowly among the excited boys, Gidda taught them to make fig cakes. Soon the fig cakes piled up.

As Malik 28 , Gidda's Fabulous Fig Cakes were a huge hit and they were quickly sold out.

When the new 29 arrived just in time for the opening game, Coach Garcia invited

Gidda to watch. She arrived early, and waved at Malik. Then she turned____30____to show off her shirt. On the back were the words *Team Grandmother*.

11．A．watch	B．fetch	C．visit	D．serve
12．A．allow	B．enjoy	C．consider	D．mind
13．A．looked	B．handed	C．tripped	D．turned
14．A．useless	B．unlucky	C．scared	D．nervous
15．A．training	B．appointment	C．negotiation	D．meeting
16．A．buy	B．replace	C．iron	D．abandon
17．A．brilliant	B．random	C．original	D．personal
18．A．plan	B．attitude	C．subject	D．way
19．A．repeated	B．reported	C．explained	D．complained
20．A．picture	B．test	C．bite	D．break
21．A．widened	B．moved	C．focused	D．opened
22．A．produce	B．donate	C．deliver	D．exchange
23．A．running	B．texting	C．shouting	D．thinking
24．A．present	B．send	C．sell	D．reserve
25．A．prepare	B．show	C．choose	D．write
26．A．proudly	B．politely	C．shyly	D．bitterly
27．A．tension	B．hope	C．praise	D．energy
28．A．promised	B．predicted	C．announced	D．identified
29．A．socks	B．boots	C．uniforms	D．gloves
30．A．back	B．away	C．down	D．around

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

Music for Life Learning music is important for the educational and personal development of young people!



Learning an instrument: how do pupils choose?

All our teachers are highly qualified and experienced musicians, and pupils can learn to play a wide range of instruments, from the keyboard to the drums(鼓). We have open days when new pupils who are unsure which instrument to choose can come to the centre. They are able to speak to teachers about which instrument might be best for them, and they can also see and hear classes in action.

Who is responsible for buying the instruments?

Parents usually have to provide instruments. But parents of beginners are advised not to buy an instrument until they are told that a place is available. They should also find out from the teacher the most suitable type of instrument to get.

When and where do lessons take place?

Lessons are available in many schools, usually during the day. If there is no lesson available for a particular instrument in a particular school, other arrangements can be made at one of our music centres for lessons on Saturday afternoons or weekday evenings.

How are pupils taught?

Pupils can learn in small groups, in classes or individually, depending on their needs. Small groups of three pupils have lessons that last thirty minutes. Class lessons last forty-five minutes and have at least ten pupils. Individual lessons are offered only to pupils who have some experience.

Starting young: when can pupils begin?

Children are never too young to become interested in music. We have special “Musical Youth” classes for children from the age of 3 to 8. These are designed to encourage young children to enjoy music through a variety of activities including singing, musical games, listening and movement. “Musical Youth” classes take place on Saturday mornings with groups of about 18 children. A parent or other adult must attend each session, and they are encouraged to sit with their children and help them with the activities.

31. What can we learn from the passage?

A. New pupils can see classes on an open day.

B. Pupils can learn special instruments on Sundays.

C. Parents must accompany pupils during the learning process.

D. Teachers at the centre can provide the right instruments for pupils.

32. What is the best choice for children with some experience?

A. Lessons for groups of ten. B. Individual lessons.

C. Lessons for small groups of three. D. Special "Musical Youth" classes.

33. The passage is intended for _____.

A. teachers B. parents C. musicians D. pupils

B

Nenad Sestan was working in his office one afternoon in 2016, when he heard his lab members whispering with excitement over a microscope. He realized something beyond their expectations was happening.

The researchers, at Yale School of Medicine in New Haven, Connecticut, had found electrical activity in brains taken from dead pigs. With that shocking result, Sestan realized what had started as a side project to find ways to better preserve brain tissue for research had changed into a discovery that could redefine our understanding of life and death.

The excitement soon turned to concern, when the researchers thought they saw widespread, consistent electrical activity which can indicate consciousness(意识). Sestan brought in a neurologist, who determined the readout was actually an error, but the possibility had frightened them.

Sestan kept his cool and immediately did two things: he shut down the experiment and contacted the US National Institutes of Health (NIH), as well as a Yale bioethicist(生物伦理学家). Over the next few months, experts discussed the potential ethical implications, such as whether the brains could become conscious and whether physicians needed to reconsider the definition of brain death.

They submitted the work to *Nature*. But before the final paper was published, Sestan met sharp criticism from the press. Some even suggested that the researchers were engineering immortality(永生), or maintaining a room full of living brains in jars. Neither he nor his team wanted to discuss the results until the paper was out, but as their inboxes filled with concerns and anger from animal rights activists and futurists, Sestan became depressed. He felt all they could do, however, was to hold off on correcting public misunderstandings until the expert review process had run its course.

Since the paper was published in April, 2019, the team has been so busy fielding questions from the media and scientists that it hasn't performed any further experiments. Sestan wants to focus on his original questions and explore how long the brains can be maintained and whether the technology can preserve other organs.

"We want to get outside opinion before we do anything," Sestan says. "When you explore uncharted territory, you have to be extremely thoughtful."

34. What happened in the lab at Yale School of Medicine in 2016?

A. A better method was found to maintain brain tissue.

B. Researchers discovered how to redefine brain death.

C. Brains from dead pigs were accidentally discovered alive.

D. Researchers arrived at the expected results of the experiment.

35. Why did Nenad Sestan stop the experiment?

A. He needed assistance with the final paper.

B. He spotted a major mistake in the final result.

C. He was frightened by the possibility of failure.

D. He was concerned about the related moral issues.

36. What was people's reaction towards Nenad Sestan's experiment?

A. The press were strongly opposed to the experiment.

B. Some people supported the research on immortality.

C. Nobody wanted to discuss the final result in advance.

D. The public took a positive attitude towards the experiment.

37.How could we best describe Nenad Sestan?

A. Responsible and reliable. B. Cooperative and creative.

C. Determined and inspiring. D. Professional and cautious.

C



A butterfly's wings can have many jobs besides keeping the insect high up in the air. They may be used to attract mates, or to warn potential attackers to stay away. All of these roles, though, depend on their unchanging colouration. This plays into the idea that butterfly wings are dead tissue, like a bird's feathers. In fact, that's not true. For example, in some species males' wings have special cells releasing some chemicals which attract females.

Nanfang Yu, a physicist at Columbia University, in New York, has been looking into the matter. Together with Naomi Pierce, a butterfly specialist at Harvard University, he has now shown, in a paper published in *Nature*

Communications in February, 2020, that butterfly wings are, indeed, very much alive.

In their experiments, the two researchers used a laser(激光) to heat up spots on the wings of dozens of butterfly species. When the temperature of the area under the laser reached 40°C or so, the insects responded within seconds by doing things that stopped their wings heating up further. These actions included a butterfly turning around to minimize its profile to the laser, moving its wings up and down or simply walking away.

Butterflies engaged in all of these heat-minimising activities even when the researchers blindfolded them. That suggested the relevant sensors were on the wings themselves. Dr Yu and Dr Pierce therefore searched those wings for likely looking sensory cells. They found some, in the form of neurons(神经元) that were similar to heat detectors known from other insects. They also uncovered disc-shaped cells that appeared to be similar to pressure-sensitive neurons. They guess that these are there to detect deformation of the wing—information an insect could use to control its flight pattern.

The third discovery they made to contradict the "dead wing" idea was that some butterfly wings have a heartbeat. A butterfly's wings have veins(静脉). These carry a bloodlike liquid which, researchers have now found in males, shows a pulse(脉搏) of several dozen beats per minute. The source of this pulse appears to be the scent(气味) pad, a dark spot on the wings that produces the female-attracting chemicals. Apparently, this "wing heart" acts as a pump that helps bloodlike

liquid through the scent pad.

In all their experiments simulating different environmental conditions, Dr Yu and Dr Pierce consistently found that, different parts of the wing are covered by different sorts of scales(鳞屑). In particular, tubes pass through scales over the scent pads. This improves their ability to spread heat away and helps keep the living parts of a butterfly's wings alive.

38. A bird's feathers are mentioned in Paragraph 1 to_____.

A. introduce the latest research findings on a bird

B. highlight the special feature of a bird's feathers

C. show common knowledge about butterfly wings

D. stress the difference between a butterfly and a bird

39. What can we learn from Dr Yu and Dr Pierce's experiments?

A. Butterfly wings are complicated living organs.

B. Butterfly wings have little reaction to external heat.

C. The scent pads on some male butterfly wings are their hearts.

D. Heat-minimising activities help detect deformation of the wings.

40. What is the function of scales over the scent pads?

A. Attracting mates. B. Increasing blood flow.

C. Covering powerful tubes. D. Producing the cooling effect.

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

A. Seeing Is Believing B. More Than Meets The Eye

C. Nothing Seek, Nothing Find D. Fine Feathers Make Fine Birds

D

Fact or Fiction?

Non-fiction can be broken down into many categories. One category is literary non-fiction, which is still based in fact but employs some of the storytelling elements that fiction uses. Literary non-fiction includes a type of autobiography(自传) called memoir. Memoir most often focuses on a certain period of the author's life. It is, by definition, rooted in truth. Still, people sometimes question whether memoir should be categorized as non-fiction at all.

As non-fiction, memoir is intended to be factual. Is this really the case, though, considering memoir relies on human memory? One classic study, led by psychologist Elizabeth Loftus, showed how easily an interviewer's choice of wording can influence an eyewitness's account of a traffic accident. It is therefore reasonable to wonder whether memoir should continue to be branded as non-fiction.

Certainly, human memory can be unreliable. However, a memoir author is undoubtedly writing about significant and impactful life events. Memories of such events are actually more

reliable than others. Studies show that the more influential an event is, the more accurately people recall the details. As an emotionally charged event unfolds, the brain activity changes in a way that amplifies small details. This activity helps build a more precise and accurate memory.

Of course the brain is not a camera that can "save" any memory with perfect accuracy. But if memoir is questionable due to the imperfections of the human mind, then critics will have to tackle non-fiction more broadly. All writers are using their memories when they create, and moreover, they are relying on the memories of others. Journalists conduct interviews to tell a news story and history writers depend on the accuracy of accounts from long ago. Yet they all rightfully fall under the umbrella of non-fiction.

Some people may doubt memoir not because they mistrust human memory, but because they mistrust the author's morality. Critics may suspect an author of making up events. However, there is no reason to be suspicious of memoir author's intentions. Writing a factual memoir that appeals to readers has the potential to be profitable for the author, and there is no motivation for a memoir writer to knowingly change or beautify the truth.

Looking beyond the author's own life events, memoir can inform readers about the world in the same way that

other non-fiction can. Memoir has a way of relaying facts about anything from an occupation to brief fashion trends, all of it meaningful to the author.

42. The author introduces the topic in Paragraph 1 by_____.

A. illustrating why it is important to talk about memoir

B. listing some interesting facts and features of memoir

C. defining key terms that are discussed later in the passage

D. making a comparison between autobiography and memoir

43. What does the underlined word "amplifies" in Paragraph 3 probably mean?

A. Collects. B. Ignores. C. Enlarges. D. Absorbs.

44. We can learn from the passage that_____.

A. critics argue that a news story by a journalist is fiction

B. a memoir author's memory can be influenced by the interviewees

C. memoir can't show readers facts about what an author experienced

D. emotional moments can cause the creation of more detailed memories

45. According to the passage, the author believes_____.

A. the most profitable memoirs are those shown to be the most factual

B. many authors are untrustworthy, although many memoirs are fact-based

C. memoir is rightfully categorized under the umbrella of literary non-fiction

D. memory is too unreliable for memoir to be considered a type of non-fiction

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。

What Your Nose Knows

Your sense of smell enriches your experience of the world around you. Different scents can change your mood or transport you back to a distant memory. Your ability to smell also plays a key role in your health. 46

The things we smell are actually the tiny molecules(分子) released by substances all around us. When we breathe in these molecules, they stimulate specialized sensory cells high inside the nose. 47 But a given molecule

can stimulate a combination of these receptors, creating a unique representation in the brain. We perceive that representation as a smell.

___48___A stuffy(不通气的) nose or a harmless growth in the nose can block air and thus scents from reaching the sensory cells. Certain medications, like some blood pressure pills, can change smell, but these effects are usually temporary. Your smell should come back once you've recovered or stopped the medication. But some things can cause a long-lasting loss of smell. A head injury or virus, for example, can sometimes damage the nerves related to smell. 49 According to Dr. Davangere Devanand, an expert on neurodegenerative(神经变性的) diseases and smell loss, the main reason appears to be that the functioning of the brain regions involved in smell and memory becomes damaged as we grow older.

But problems with your ability to smell may be more than normal aging. They can sometimes be an early sign of serious health conditions, such as Parkinson's disease or Alzheimer's disease. Devanand's group is studying the relationships between smell dysfunction and certain disease.

Researchers are also looking for ways to avoid smell loss. Some studies suggest that smell training may help you improve your ability to distinguish and identify scents. 50 But the question remains as to whether and how this might work.

A. Many things can cause smell loss.

B. People may have lost their ability to smell before they notice it.

C. Each of these sensory cells has only one type of scent receptor.

D. It may improve your brain's ability to interpret low levels of scents.

E. As people get older, many of them couldn't identify certain kind of smell.

F. If your ability to smell declines, it can affect your physical well-being and everyday safety.

G. And with age, there is a decline in the ability to smell to some extent in the nose, but much more in the brain itself.

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。你的美国笔友Jim 对中国文化十分感兴趣, 你在英文 报纸*China Daily* 上看到 "中华文化表情包设计大赛 (*The China Daily Emoji Design Contest of Chinese Cultural Symbols*)" 征集来自世界各地参赛作品的活动，请给他写一封邮件，邀 请他参加投稿，内容包括：

1. 介绍稿件要求；

2. 告知投稿时间和方式；

3. 询问对方意向。

注意: 1. 词数不少于50；

2. 可适当增加细节，以使行文连贯；

3. 开头和结尾已给出，不计入总词数。

Dear Jim,

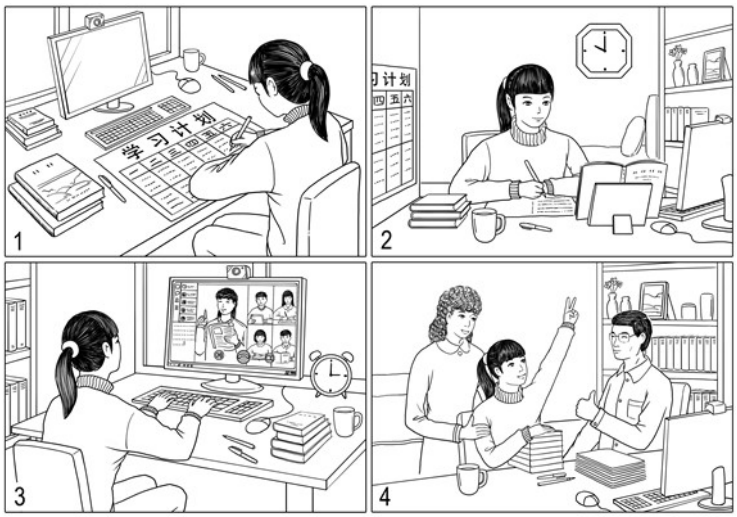
_____

_____

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，讲述你在这个寒假居家自主学习的过程。 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 北京朝阳高三一模英语

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．to find　　2．written/was written　　3．was opened/opened　4．makes

5．which　　6．from　　7．But　　8．As/When/Once/If/After

9．wisdom　　10．delivering

第二节 完形填空（共20 小题；每小题1.5 分，共30 分）

11．B	12．D	13．C	14．A	15．D
16．B	17．A	18．C	19．D	20．C
21．A	22．A	23．B	24．C	25．B
26．A	27．D	28．B	29．C	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．A	32．B	33．B	34．C	35．D
36．A	37．D	38．C	39．A	40．D
41．B	42．C	43．D	44．D	45．C

第二节（共5 小题；每小题2 分，共10 分）

46．F	47．C	48．A	49．G	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 writing to tell you about The China Daily Emoji Design Contest of Chinese Cultural Symbols organized by *China Daily*. I know you're keen on traditional Chinese culture, so why not have a try?

You may choose any symbol that best represents Chinese culture in your eyes, such as the panda, kung fu, the Great Wall and so on. There is no limit on the style, but be sure to give your work a name and explain designing ideas and its culture meanings. Your work should be submitted online with required personal information by the end of September. All winning designs will be shared and promoted on the China Daily app, and winning designers will receive prizes!

Are you interested? If you need any help, I would be very glad to help. Let your creative juices flow!

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．制定计划　　2．执行计划　　3．沟通交流　　4．学习收获

四、 One possible version:

I spent an unforgettable winter vacation this year, during which I became an autonomous learner.

At the beginning of the vacation, I made a detailed learning plan. I first listed the learning tasks for the following days and then made plans in great details to ensure that they are practical and feasible. Then I started learning as scheduled. With the learning materials piled on my desk, I was always in high spirit every day. To my delight, I could carry out the plan strictly.

Whenever I met with difficulties, I turned to my teachers and classmates for help through the Internet. Thanks to the convenient video chat app, I could get my problems solved in time, which guaranteed my learning in a right and smooth way. At the end of the vacation, I had a systematic revision of previous lessons, and gained more confidence in weak subjects. My parents also took notice of my progress and gave me a thumb up for my self-discipline.

I had a great sense of accomplishment because my autonomous learning ability was cultivated, which I believe will have a far-reaching influence on me.