2020 北京丰台高三（上）期末

英　　语

2020. 01

考生须知	1. 本试卷满分共 120 分 考试时间 100 分钟。 2. 答题前，考生务必先将答题卡上的学校、年级、班级、姓名、准考证号用黑色字迹签字笔填写清楚，并认真核对条形码上的准考证号、姓名，在答题卡的“条形码粘贴区”贴好条形码。 3. 本次考试所有答题均在答题卡上完成。选择题必须使用 2B 铅笔以正确填涂方式将各小题对应选项涂黑，如需改动，用橡皮擦除干净后再选涂其它选项。非选择题必须使用标准黑色字迹签字笔书写，要求字体工整、字迹清楚。 4. 请严格按照答题卡上题号在相应答题区内作答，超出答题区域书写的答案无效，在试卷、草稿纸上答题无效。 5. 请保持答题卡卡面清洁，不要装订、不要折叠、不要破损。

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 never believed in lucky coins. But one day as I was mowing the lawn (修剪草坪), I noticed a shiny object some five yards away. I stopped the machine to go and see __1__

had caught my eye. Just as I bent over to pick up the object, the machine exploded behind me. I __2__ (stand) there, frightened but unhurt. I __3__ (save) by the shiny object—a coin. I now believe in lucky coins and stop to pick them up whenever I see them.

B

Reading as a teen leads to success. When teens read more than just their classroom assignments, research clearly shows that they generally do __4__ (good) in school. First of all, the extra reading __5__ (enlarge) their vocabularies. And teens __6__ read more serious literary works gain skills in handling complex ideas. Besides, teens can educate

__7__ (they) in any area of life they are interested in if they are good at reading. Plus, reading also helps them expand their horizons as they learn more about people and the world.

C

A cheerful panda __8__ (call) Bing Dwen Dwen has been chosen as the Olympic mascot for Beijing 2022 Olympic Winter Games. The new Olympic mascot will serve as an ambassador (大使) for winter sports, __9__ (bring) joy to those who participate in and watch the Olympic Winter Games. “Bing” means ice and symbolizes purity and strength. “Dwen Dwen” relates to children and means __10__ (honest), health, liveliness and loveliness. The mascot represents the strength and willpower of athletes and will help to promote the Olympic spirit.

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。

I looked out at the smiling faces in the school auditorium. The applause filled my ears. I had really done it!

Just a few months earlier I would never have __11__ myself acting in a play in front of two hundred people. But when the time came, I got up on stage and __12__ one of my greatest fears. I found a new person inside me, a much more __13__, outgoing person who had been hidden all along, just waiting for the opportunity to come. If not for my teacher, Mrs. Sather, I might never have found that __14__.

I was extremely _15_. I had friends, but it just wasn't in my personality to be very outgoing, even when I knew someone well. I was even _16_ with strangers.

One day, Mrs. Sather _17_ that our class was going to perform a play. "I need someone to play the lead part of Dorothy," she said. "Anybody want to try?" A few _18_

hands shot up—mine, of course, was not one of them.

After class Mrs. Sather came to join me. "Dallas, I was thinking you would be the person for Dorothy. But I was _19_ you didn't raise your hand."

Was she _20_*? Me, the lead?* I was _21_ just thinking of standing on stage in front of a lot of people.

"Dallas, you're great at _22_ things, so you won't worry about lines. And you have such a sweet personality. Perfect for Dorothy!" She said.

Mrs. Sather stared into my eyes as if seeing my inner self locked away inside. "I'd love you to give this a _23_ for me. But if you really don't want to, I won't make you. It's your

_24_." Mrs. Sather wanted me in this role. She _25_ me. I realized it was time to _26_ my shy cloak (披风).

Fast-forward through five months of practicing, we were ready. _27_, I was as nervous as I had ever been. I proved to myself that I could do it in practice, _28_ could I prove it to everyone else when it really mattered?

"It doesn't matter how you do tonight," said Mrs. Sather, _29_ reading my thoughts when she came backstage for a final check. "You have already shown yourself how wonderful you are."

At the end of the play, when the audience stood and applauded, I knew they were not just cheering for my performance that night, but for the performances they knew would come in later years because of my newfound _30_.

11. A. praised	B. agreed	C. pictured	D. remembered
12. A. expressed	B. faced	C. discussed	D. shared
13. A. energetic	B. daring	C. generous	D. sincere
14. A. story	B. method	C. solution	D. opportunity
15. A. shy	B. slow	C. curious	D. patient
16. A. colder	B. calmer	C. quieter	C. happier
17. A. realized	B. repeated	C. found	D. announced
18. A. firm	B. excited	C. powerful	D. friendly
19. A. surprised	B. annoyed	C. amused	D. embarrassed
20. A. objective	B. crazy	C. reliable	D. nervous
21. A. ashamed	B. regretful	C. doubtful	D. terrified
22. A. analyzing	B. observing	C. memorizing	D. predicting
23. A. plan	B. try	C. guess	B. promise
24. A. choice	B. destination	C. suggestion	D. interest
25. A. reminded	B. challenged	C. trusted	D. shocked
26. A. throw off	B. keep off	C. knock off	D. call off
27. A. Therefore	B. Otherwise	C. Instead	D. Still
28. A. but	B. so	C. or	D. and

29. A. in case　　B. ever since　　C. as if　　D. even though

30. A. popularity　　B. ambition　　C. advantage　　D. confidence

第二部分 阅读理解（共两节，40 分）

第一节（共 15 小题；每小题 2 分，共 30 分）

阅读下列短文，从每题所给的 A、B、C、D 四个选项中，选出最佳选项，并在答题卡上将该项涂黑。

A

Fun STEM Things to Do Over Winter Break

Winter break is just around the corner. We're here to fill the time with fun projects and outings for all ages! Each of these activities is fun enough to pull your kids off the couch and away from the games.

An educational field trip

Ages: All

Spending a couple of weeks in the house can make anyone crazy. Why not take your kids on an educational field trip? Local children's museums or science and technology museums will be a hit. These museums provide opportunities for hands-on exploration, so your kids will be able to interact with STEM subjects, instead of just watching them.

Many of them offer discounted tickets on certain days. Read the fine print online to see if you can visit for less.

Science experiments at home

Ages: All

Science experiments aren't just for school. In fact, your kids could probably spend the entirety of their winter break exploring science with nothing more than objects you'd find around the house. For younger kids, making frozen bubbles is a great way to explore the scientific process. Teens can look to a list of 15 age-appropriate experiments for inspiration.

Start building

Ages: All

There's no better way to explore engineering principles than to start building! Gather up any number of household objects—plastic cups, LEGO blocks, straws—and start building. If you want some suggestions for what to build and how to build it, Google is your best friend.

Electrical engineering

Ages: 14–18

Light up your holiday season with one of our handy guides. In the past, we showed readers how to create a Tech-o-Lantern costume, and those same principles could be used to create other light-up projects. We also created a simple guide for creating a light-up holiday card and that's perfect for Christmas.

We hope these fun STEM activities will keep your kids happily occupied over winter break.

31. Who is this passage probably written for?

A. Parents.　　B. Teachers.　　C. Camp organizers.　　D. School leaders.

32. If you want to make a thank-you card with lights, you may prefer _____.

A. Electrical engineering　　B. Science experiments at home

C. Start building　　D. An educational field trip

33. The winter break STEM activities _____.

A. are organized outdoors

B. need to be done with family

C. are free to children of all ages

D. give children hands-on experience

B

My family moved to St. Paul, Minnesota last year, where the average winter temperature is around 10 degrees Fahrenheit. Once summer ended, everyone went inside to play ice hockey. I'd been on the ice only a couple of times when I was much younger. When I'd fallen and broken my wrist during my second lesson, I'd decided never to put on ice skates again.

Ben, the friend I made in the new city, volunteered to teach me to skate. Even though he was very patient, I was so embarrassed by my clumsiness that I began to make up excuses for not skating. One day I discovered a faster route home. It took me past a large frozen pond. I noticed a woman teaching a young girl to skate. The girl was attempting to jump and spin in the air. Over and over, she pushed off the ground with the toe of her skate. And over and over, she landed hard on the ice.

After I had been watching the girl practice for about a week, one afternoon she suddenly lifted off the ground, spun in the air, and landed on her feet!

The next day I bought myself some brand new skates. Every day on the way home I stopped at the pond and wobbled onto the ice, right next to the girl who had landed her jump. As she perfected her twists and tricks, I taught myself to glide and turn. It was hard being a beginner, and when I fell I had to fight the urge to simply give up. Instead, every time I went down, I just picked myself up and started over again. Soon I was able to keep my balance and skate more confidently. In just a few weeks, I was actually ready to practice the speed skating, fast stops, and quick turns needed for ice hockey. When I was finally ready to show Ben my newfound skating ability, he told me I should join the local hockey league. I tried out and was chosen for a team. By the end of the season, I was part of a winning team.

34. What can we learn about the author?

A. He learned skating from the girl.

B. He preferred ice hockey to skating.

C. He had once given up learning skating.

D. He moved to a new city without summer.

35. Why did the author mention the girl on the pond?

A. To prove the girl was skillful.

B. To suggest the girl inspired him.

C. To show the girl was a quick learner.

D. To explain how he came across the girl.

36. According to the last paragraph, the author's training was_____.

A. easy and basic B. hard but rewarding

C. boring and tiring D. strict but interesting

37. What does the story mainly tell us?

A. All roads lead to Rome.

B. One is never too old to learn.

C. One good turn deserves another.

D. Nothing is impossible to a willing heart.

C

A star athlete at the college where I work recently stopped by my office. After committing a few unforced errors during a weekend match, she was riven by self-criticism. “I’m at peak fitness, and I practice hard. How is this happening?” She asked.

This student believes she should be able to control the outcomes of her life by virtue of her hard work. She has a sense that hours on the field should get her exactly where she needs to go. Many students have similar mentality. When they win, they feel powerful and smart. When they fail, they are crushed by self-blame. *If my achievements are mine to control,* they reason, *my failures must be entirely my fault, too.*

We talk often about young adults struggling with failure because their parents have protected them from discomfort. But there is something else at play: a false promise that they can achieve anything if they are willing to work for it.

Psychologists have sourced this phenomenon to a misapplication of “mindset” research, which has found that praising children for effort will increase academic performance. A 2018 analysis found that while praising effort over ability may benefit economically disadvantaged students, it does not necessarily help everyone.

One possible explanation comes from Suniya Luthar, who argued in a research paper that for teens in wealthy, pressure-cooker communities, “it is not a lack of motivation and perseverance (毅力) that is the big problem. Instead, it is unhealthy perfectionism, and difficulty with backing off when they should, when the desire for achievements is over the top.” They push themselves onward in face of impossible goals. A 2007 study found that teens who refused to give up impossible goals showed higher levels of C-reaction protein, a marker of systemic inflammation (全身炎症) linked to heart disease and other medical conditions. A 2014 study showed a connection between the perfectionist tendencies and depression.

The cruel reality is that you can do everything in your power and still fail. Instead of allowing our kids to beat themselves up when things don’t go their way, we adults should help students pursue success in healthier ways in part by redefining failure as a feature, not a bug, of learning. At Smith College where I teach, students are asked to explore how setbacks and missteps made them stronger or more effective. We would be wise to remind our kids that life has a way of sucker-punching (意外打击) us when we least expect it. It’s often the people who learn to say “stuff happens” who get up the fastest.

38. Why was star athlete trapped by self-blame?

A. She broke down during the match.

B. She didn’t try her best in the match.

C. She believed hard work should pay off.

D. She thought she should have practiced harder.

39. What can we learn from Paragraph 5?

A. Lack of motivation and perseverance leads to teens’ failure.

B. Praising children for effort increases academic performance.

C. Children struggle with failure due to parents’ over-protection.

D. Unhealthy perfectionism causes physical and emotional stress.

40. According to the author, adults should _____.

A. help students learn from failure

B. protect students from discomfort

C. reward students for their hard work

D. explore the cause of students’ failure

41. Which of the following does the author probably agree with?

A. Effort equals achievement.

B. Motivation is the key to success.

C. Success is not always under control.

D. Effort is more important than ability.

D

Plants do not listen to the radio. But a team of researchers in Greece recently found a way to turn lemons into very small "radio stations" that can broadcast information about their trees' moisture content to a smartphone—the first step toward creating what the researchers call an "Internet of plants."

Scientists had previously attached sensors to trees to measure their water use, but "no other team had created a wireless radio network among plants, sending information while consuming only a few microwatts and costing just a few dollars," says project leader Aggelos Bletsas, a professor of electrical and computer engineering at the Technical University of Crete.

The network consists of several basic components: an existing FM radio station, an antenna (天线) attached to a lemon growing on a tree, a humidity (湿度) sensor in the lemon, a transistor connected to an antenna and an FM receiver. First, the antenna picks up the signal from the FM station, and then passes the signal to the transistor, which is modulated by the humidity sensor. The sensor switches the transistor on and off at a rate dependent on the plant's moisture level: if the soil is wet or if the atmosphere is humid, that rate is lower; if it is dry, the rate is higher. Finally, the antenna broadcasts this information to the radio receiver on a mobile phone.

In this way, plants can tell farmers if they are thirsty. "We can literally 'listen' to the moisture of the plant, using our mobile FM radio with a $3.4 sensor," Bletsas says. "Two of these sensors for every acre on any given farm might change the way we conduct agriculture and 'understand' plants." He notes that more sensors may be needed for the best possible results. Such real-time information could enable better control of air and soil moisture.

Why go through all this trouble and not just use already common wireless technology, such as Bluetooth? "Not only is our technique less complex, as we are just borrowing signals in the environment," Bletsas says, but "a Bluetooth-based sensor costs about $25. Our final aim is to launch sensors onto the market costing less than $1."

"Bletsas and his team are completely changing the way of environmental sensing using very simple equipment and surprisingly little power," says Alexandros Dimakis, an associate professor of electrical and computer engineering at the University of Texas at Austin, who was not involved in the research. "Their work could be a transformational Internet of Things technology for agriculture and for monitoring the environment."

Bletsas and his colleagues have already applied for a patent for their innovative technology in America.

42. The radio network created by Greek researchers _____.

A. consumes much energy

B. can be put in a smartphone

C. uses simple technology at low cost

D. broadcasts radio programs to plants

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

A. Monitored. B. Adjusted. C. Measured. D. Connected.

44. What is Alexandros Dimakis' attitude to the "radio network"?

A. Positive. B. Critical. C. Neutral. D. Doubtful.

45. What is the purpose of the passage?

A. To discuss methods of studying plants.

B. To assess the efficiency of Internet of plants.

C. To stress the importance of keeping soil's moisture.

D. To introduce a new way of measuring plants' water use.

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。

Surveillance (监视) is a fact of life. Your boss is monitoring your performance at work. Supermarkets are collecting data on your grocery shopping. __46__

In a few months, European Union law-makers are due to approve proposals that will make driver assistance systems mandatory (强制的) in cars within three years. All new models of car will come with black boxes (event data recorders), intelligent speed assistance, lane-keeping assistance and more besides.

A large number of technologies will soon be monitoring a driver's every move. Are we prepared for devices that watch how we drive and try to help us do it better?

__47__ In a report published in April 2018, it found that the suite of changes could save at least 7,300 lives by 2030, and reduce the number of serious injuries from car crashes by 38,900. "We can have the same kind of impact as when safety belts were first introduced," says Oliver Carsten, who studies transport safety at the University of Leeds, UK.

__48__ The black box is the most controversial (有争议的) tech because of fears that the tech encourages surveillance. It would be easy to worry about being watched in your car. But the EU rules say the system is only checked in the event of an accident to help with insurance claims and police investigation. The point is to provide for a fair allocation (分配) of responsibility when a crash occurs. Some people choose to have a black box because it can reduce their individual insurance premium (保险费). __49__ What's more, the data collected in human-driven cars will help train automated driving systems to the point that they could be ready for large-scale deployment in the future.

__50__ Drivers should think of it as an extra layer of protection, rather than the vehicle trying to take over driving from you.

A. Now there is a new field: the automobile.

B. There is concern about these technologies, however.

C. The tech is reducing costs because it's reducing the number of crashes.

D. Safety isn't much discussed, principally because cars are already very safe.

E. While the EU is taking the boldest steps, these technologies aren't far behind in other parts of the world.

F. As a result, what may at first glance seem like a surveillance technology is actually a benefit for society.

G. The European Commission says that introducing these advanced driver assistance systems will make driving safer.

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。你的英国笔友 Jim 来信询问你校开展体育活动的情况。请你给他回信，内容包括：

1. 你校开展的体育活动；

2. 给学生带来的益处。

注意：1. 词数不少于 50；

2. 开头和结尾已给出，不计入总词数。

Dear Jim,

_____

_____

_____

Yours,

Li Hua

（请务必将作文写在答题卡指定区域内）

第二节（20 分）

假设你是红星中学高三学生李华。你们班上周开展了“垃圾分类，从我做起”的活动。请根据以下四幅图的先后顺序，写一篇英文周记，记述整个过程。

注意：　1.词数不少于 60。

2.开头已给出，不计入总词数。

提示词：垃圾桶 dustbin



Last week, our class organized an activity themed “Garbage Sorting, Take Action Now” to help save resources and protect the environment.

2020 北京丰台高三（上）期末英语

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. what　　2. stood　　3. was saved　　4. well/better　　5. enlarges

6. who/that　　7. themselves　　8. called　　9. bringing　　10. honesty

第二节 完形填空（共 20 小题；每小题 1.5 分，共 30 分）

11. C　12. B　13. B　14. D　15. A　16. C　17. D　18. B　19. A　20. B

21. D　22. C　23. B　24. A　25. C　26. A　27. D　28. A　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. A　33. D　34. C　35. B　36. B　37. D　38. C　39. D　40. A

41. C　42. C　43. B　44. A　45. D

第二节（共 5 小题；每小题 2 分，共 10 分）

46. A　47.　G　48. B　49. C　50. F

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，逻辑是否清晰，交际是否得体，语言是否规范。

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、 各档次给分范围和要求:

第一档	完全完成了试题规定的任务。

13 分 - 15 分	·内容完整，体现了清晰的逻辑； ·交际得体，表达时充分考虑到交际对象的需求； ·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、逻辑和交际等方面基本符合要求； ·运用的语法和词汇基本满足任务要求； ·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。 ·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，严重影响了对写作内容的理解。
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'm glad to hear from you. In your last letter, you showed great interest in sports activities held in our school. Let me introduce it to you.

Our PE subject is well received by all students because various sports courses are offered and we can do different sports of our own choice. After class, there are many sports clubs available for us to enjoy our spare time and develop athletic skills. Our school also holds some regular sports events such as sports meet in September, where everyone can experience the spirit of sports.

All these sports events have brought us great benefits. They have encouraged us to do physical exercise actively and strengthened our sense of team cooperation.

What sports activities are held in your school?

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、内容要点：

1．老师宣布活动

2．查找信息，制作海报

3．校园宣传

4．在家分类垃圾

三、各档次给分范围和要求：

第一档	完全完成了试题规定的任务。
18 分 - 20 分	·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	完全完成了试题规定的任务。

15 分 - 17 分	·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	基本完成了试题规定的任务。
12 分 - 14 分	·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	未恰当完成试题规定的任务。
6 分 - 11 分	·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	未完成试题规定的任务。
1 分 - 5 分	·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。

四、 One possible version：

Last week, our class organized an activity themed "Garbage Sorting, Take Action Now" to help save resources and protect the environment.

At the class meeting, our teacher introduced the idea of garbage sorting and called upon us to take action, which was warmly welcomed by all of us.

After that, our work got started. First of all, we searched the Internet for related information, such as why to sort garbage and how to do it. Besides, to raise more students' awareness of garbage sorting, we made a poster.

The next day, we went to the campus to explain and demonstrate how to sort garbage into different dustbins. Our action caught many students' attention and they expressed their willingness to join us.

Back home, I shared what I had learned with my parents and we worked together to put the household garbage into different bins.

Through the experience, I deeply realize the urgency of garbage sorting and I am very proud of the efforts we have put into environmental protection.