2024 北京昌平高三（上）期末

英　　语

本试卷共 11 页，共 100 分。考试时长 90 分钟。考生务必在答题卡区域作答，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，30 分)

第一节 (共 10 小题；每小题 1.5 分，共 15 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。

When Halloween arrives, you know there is bound to be some mischief (恶作剧). So I wasn't entirely surprised when I opened my front door that night to see my candy bowl completely—and very suddenly—__1__. To be fair, this was after some light rain had __2__ the street of most trick-or-treaters and the youngest had already made the rounds. I never saw who took it, but I did shout "Happy Halloween!" into the night air.

Was a candy theft ideal? Nope. But, hey, we all make __3__—especially as kids. What did __4__ me was what appeared in front of my door the next evening: a plastic bag filled with the lost candy. Stuck to it was the following handwritten note:

"Hello, I am the kid that took all of your candy. After thinking it over I want to __5__. Because it was late and no one else was out, I thought it was OK. It was not. I took the candy before you said it was __6__. So, I am sorry, and I'd like to give the candy back. Maybe you can give it to a kid who is more __7__."

A tiny Halloween miracle! I have never been prouder of a kid who wasn't mine. I assume a parent had something to do with this sudden reflective __8__, but I'll never know for sure.

What I do hope is that this kid knows how good it can feel to __9__ a wrong. I hope they don't think they're bad—simply that they made a not-so-great choice. They do deserve to get their fill and have fun and run wild. __10__, next year they'll come back for more.

1. A. empty	B. painted	C. broken	D. dirty
2. A. wetted	B. cleared	C. cooled	D. blocked
3. A. decisions	B. changes	C. choices	D. mistakes
4. A. delight	B. worry	C. surprise	D. calm
5. A. argue	B. respond	C. apologize	D. complain
6. A. worthy	B. fine	C. funny	D. easy

7. A. deserving	B. daring	C. promising	D. amusing
8. A. turn	B. character	C. approach	D. trip
9. A. forgive	B. judge	C. avoid	D. right
10. A. Normally	B. Hopefully	C. Undoubtedly	D. Amazingly

第二节（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所给词的正确形式填空。请在答题卡指定区域作答。

A

Last month, students at an elementary school, with the help of their art teacher, __11__ (create) a telephone hotline that people can call to get cheerful advice from kids during difficult times. The hotline was available __12__ English and Spanish. It offered the happy voices of children of different ages __13__ (share) positive messages. For example, by pressing 3, you can hear a group of kindergartners saying together: “You can do it! Keep trying, and don’t give up!”

B

Ecosia is a search engine that plants trees by donating majority of __14__ (it) profit to environmental organizations. In return, the non-profit organizations used the fund to plant trees in the places __15__ they are needed the most. With every search you make through Ecosia, you’re helping a global community that __16__(focus) on reforestation and forest conservation. With over 7 million Ecosia users, the company has already planted over 50 million trees. As internet users continue to search online on Ecosia, this number __17__(expect) to increase over the course of time.

C

City walk, a unique way to experience urban culture and lifestyle, is __18__ many youngsters in China enjoy doing when they visit a new city. Traditionally, city walks were led by professional guides, following planned routes through city neighborhoods __19__ (gain) insights into local history, culture, and architecture. However, recent versions of city walks in China have taken on a more casual approach. They involve __wandering __20__ (aimless) around the city, visiting scenic spots, and capturing (捕捉) moments. In fact, it’s simply “walking in the city.”

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）

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

The Common Young Writers Program (TCYWP) welcomes high school students passionate about creative writing to join our virtual classes for two inspiring weeks dedicated to fiction writing. Students

will learn and experiment with the key building blocks of fiction and be guided through the process of writing and revising their own short stories. At the end of the program, students will emerge more confident in their skills and more connected to a supportive writing community.

Taught by the editors and editorial assistants of Amherst College's literary magazine, the summer course run Monday-Friday and are open to all high school students.

Fiction Class

Our fiction class guides students through the process of writing a short story. No previous writing experience is necessary. Through daily writing assignments and class meetings, students will learn about the key building blocks of fiction and will each complete their own short story by the end of the course. In addition to submitting daily assignments, students will meet as a group with our instructors online. Students will also meet individually with an instructor to discuss their own short stories, and will not only receive written feedback on their first drafts and final stories, but on all daily assignments.

Students should expect to spend around 3-4 hours each day on their assignments, including meeting times. Class size will be small, and we'll break into small groups for discussions during each session.

Cost & Scholarships

The cost of the TCYWP two-week program is $725. We hope that no student will let financial difficulty prevent them from applying. Tuition waivers(学费减免) will be awarded to students with strong applications who cannot attend the program without financial assistance. In the application, students will have the opportunity to briefly describe their financial circumstances and state the amount they could afford to pay, if any, if accepted into the program. No documentation is required. Contact us at info@thecommononline.com, if there is any question.

21. Participants of the Common Young Writers Program will _____.

A. attend a virtual learning course

B. meet great writers from colleges

C. become passionate about writing

D. gain confidence in writing reports

22. In the Fiction Class, students need to _____.

A. complete a writing assignment every day

B. discuss their own story in a group meeting

C. prove they have previous writing experience

D. spend more than 4 hours on their assignments

23. Which is a requirement for the tuition waiver?

A. Recommendation from the TCYWP office.

B. Certificate of the academic achievement.

C. Documents to prove the need of financial help.

D. Application to explain the financial difficulties.

B

My birth was a little more dramatic than the standard way a baby enters the world. Within minutes of coming out, I was brought into another room while doctors gave my parents the difficult news: I was born missing my left hand. I'm sure it was quite difficult for them.

My parents took good care of me. I played sports, acted in theater, stood out in school, participated in student government and had playdates with friends. While I did get some stares and "polite" questions about my disability, I am lucky because I wasn't made fun of for my limb（肢体）difference.

As kids do, I quickly learned to adapt, working around the "missing" hand. One of my earliest memories is my father trying to teach me to tie my shoes. I gently pushed him out of the way because his two-handed method wouldn't work for me, and I figured out a way to do it with one hand.

However, that fact that I was different hit me hard my first day of high school. I was 13, an age when kids are already very self-conscious and the demand to fit in increases. I remember getting on the yellow school bus and one of the other kids stared just a little too long at my left arm. The staring discouraged me in a way it never had before, and I felt a sudden urge to hide my hand, so I impulsively (冲动地) slipped it into my pocket. I told myself that I'd just hide it that one day, while I was trying to make friends. But one day of hiding turned into a week, which turned into a month, which became years—25 of them to be exact.

Tired of hiding and so lonely, the transformation process came to me. I started with physical care. And when I was 38 years old, I met someone special and invited them in. For the first time in my life, I allowed someone to really hold my limb, look at it, take pictures of it, touch it, love it—love me. From that point on, I saw my limb difference as something unique and beautiful about me, something that should be shown, not hidden.

Hiding things, especially from loved ones, is exhausting and hurting, and it prevents us from getting help and support. Unhiding can set you free.

24. When the author was a kid, she felt her limb difference was ____.

A. meaningful　　B. inconvenient　　C. special　　D. acceptable

25. Why did the author decide to hide her hand?

A. She was laughed at on the bus.

B. She felt afraid of scaring others.

C. She became sensitive at that age.

D. She got discouraged by her father.

26. The author started her transformation in her 30s because _____.

A. her hand was touched and loved

B. she received a useful physical care

C. someone special came into her life

D. she had a desire to make a change

27. What can we learn from this passage?

A. Family love is important for our growth.

B. Stopping hiding opens up a new world.

C. Time is the best cure for a broken heart.

D. Inner beauty matters more than appearance.

C

Drought is an increasing problem in our warming world. All continents have been experiencing more extended periods without rain, leading to forest fires and poor crop growth. Consequently, people are looking at cloud seeding to solve the problem—a method of encouraging precipitation(降水) by sending small particles of certain chemicals into clouds.

Cloud-seeding expert Arlen Huggins has been studying its effectiveness. “My earliest experience was to use cloud seeding to reduce the amount of hail(冰雹) in northeast Colorado. We didn’t have any luck with that, but we had success later on in increasing snowfall in Utah. Now, the focus is shifting towards increasing rainfall from summer clouds, which is far more unpredictable.” said he.

The problem is that it’s pretty hard to know whether precipitation resulted directly from cloud seeding. It might have rained or snowed anyway. Even if you cloud seed in one place and don’t in another, it’s impossible to know for sure what caused the precipitation. Also, it’s not during foggy and snowy conditions that people think of increasing the chance of rainfall. When a country is hit by drought, then cloud seeding isn’t an option due to the lack of clouds. During drought, skies tend to be clear with few clouds. The best option to prevent drought is to seed at times of the year when rainfall levels are normal or higher. That way, slightly more rain can be stored the dry season.

As cloud seeding is expensive and its effectiveness tenuous, its usefulness is still a matter of opinion. University of Colorado researcher Katja Friedrich says cloud seeding can’t end a drought. However, it can be beneficial, provided it occurs alongside other water conservation strategies. Still, for that to happen, the water would need to be captured and stored effectively.

There are also environmental issues regarding the impact of cloud seeding. At high levels, the chemicals sent into the clouds can harm humans and other animals, and some studies have found them slightly poisonous. Apart from that, some environmentalists are concerned about the long-term impacts, as there isn’t data on how much those chemicals accumulate (累积) in the environment over 10 years.

Another fear is that cloud seeding could potentially steal water from neighbouring areas by encouraging the water in clouds that would otherwise fall somewhere else to fall in your location. If

one country uses cloud seeding to create rain, a neighbouring country will also be very likely to lose out because clouds are constantly forming and reforming.

28. In Huggins' study, at first cloud seeding was used to ____.

A. increase annual snowfall in Utah

B. send chemicals into summer clouds

C. lower the amount of hail in Colorado

D. put out forest fires and help crops grow

29. What does the underlined word tenuous in the fourth paragraph probably mean?

A. Negative. B. Weak. C. Surprising. D. Various.

30. What's the best title of the passage?

A. Should we seed clouds to make rain?

B. Should we seed clouds at a lower price?

C. Can cloud seeding help end a drought?

D. Can cloud seeding be more eco-friendly?

D

What does it mean to be intelligent? If it's defined by having the biggest brain, then sperm whales—whose brain is 20 pounds—would be the brightest creatures on Earth. But, more likely, intelligence is what gives an organism the best chance to survive in an environment. Language may be one of the best ways to demonstrate that kind of smarts. Though all animals can communicate with others, humans are one of the few species to have a spoken language. Using speech, we could share complex ideas, pass knowledge through generations, and create communities. Whether spoken language actually helped us evolve（进化）as species into more advanced beings, however, has never really been tested.

"Language allowing humans to be a more advanced species is an assumption that somebody came up with one day without really trying to prove it," says Erich Jarvis, a professor who studies the neurobiology of vocal learning.

But Jarvis and his colleagues were able to examine this assumption with the help of songbirds. Jarvis' new study provides some of the first evidence that vocal learning—one of the crucial components for a spoken language—is associated with problem-solving. Vocal learning is the ability to produce new sounds by imitating（模仿）others, relying on experience rather than instinct.

To get a better grasp of vocal learning and cognition（认知）, the study authors turned to songbirds. The team performed seven cognitive experiments on 214 songbirds from 23 different species. Of these, 21 species were caught from the wild. Two songbirds studied are domesticated. The behavioral tests examined the birds' problem solving, for instance by figuring out how to remove an object to access

the food reward. The researchers also tested two other skills often associated with intelligence: learning by association, plus what's called reversal（倒转的）learning, in which an animal adjusts its behavior to get a reward. They then looked at whether being vocal learners helped develop the three skills, comparing 21 bird species to two others, which were vocal non-learners.

The biologists noticed a strong relationship between vocal learning and problem-solving skills. Vocal learning bird species could come up with innovative ideas, such as getting seeds, or a worm trapped under a cup by removing the obstacle or pulling it apart. All three abilities—problem solving, associative learning, and reversal learning—are typically considered "components of intelligence," he says.

Brain size was another benefit to vocal learning that may have supported these problem-solving abilities. The 21 vocal-learning species had slightly larger brains, relative to their body size, than the two who weren't. Jarvis says it's possible these big-headed birds packed more neurons.

One question left unanswered is why there's such a strong relationship between problem-solving abilities and vocal learning. The brain areas in charge of vocal learning are not the same ones that get activated when we need to troubleshoot an issue, says Jarvis.

31. The purpose of the first paragraph is to _____.

A. promote a new theory　　B. offer an example

C. present an assumption　　D. make a contrast

32. Why does Jarvis carry out the study?

A. To examine the problem-solving ability of songbirds.

B. To prove the significance of vocal learning to humans.

C. To illustrate the influence of brain size on vocal learning.

D. To test the relation between vocal learning and intelligence.

33. What do we know from the study on songbirds?

A. Advanced species have better problem-solving ability.

B. Vocal learners have a better development of intelligence.

C. Better problem-solving ability leads to bigger brain size.

D. Humans and songbirds are both good at vocal learning.

34. We can infer that future study will focus on _____.

A. why humans' problem-solving abilities develop better

B. how other abilities are connected to songbirds' intelligence

C. how problem-solving and vocal learning brain areas are related

D. why vocal learning differences exist in various songbirds species

第二节（共 5 小题；每小 2 分，共 10 分）

根据短文内容，从短文题后的七个选项中选出能填入空白处的最佳选项，并在答题卡上将该项涂黑。选项中有两项为多余选项。

Get Comfortable Giving Honest Feedback

Should you cautiously tell a coworker she's been mispronouncing a client's name? Or would you tell someone about the piece of vegetable left in his teeth? ___35___ Recent research finds that a common cognitive error may help explain why—and that a simple approach could help overcome it.

In five experiments, study participants took part in real-time interactions in which they gave or received feedback. Those who gave feedback estimated how much the other person wanted to hear a well-intentioned criticism; receivers reported their actual desire for constructive critiques.

___36___ The miscalculation was particularly obvious when the feedback was considered rather essential for the result, as well as when those offering the information predicted that doing so would be socially uncomfortable, either for themselves or for the receiver.

The underestimation is likely due to a human tendency to ascribe(归因) different motives and desires to others than we do to ourselves, says Harvard doctoral student Nicole Abi-Esber, who authored the study. People tend to want feedback for themselves, but they underestimate how much others want it, too. ___37___

Skipping offering constructive criticism could have consequences. In one study, the subjects were asked to engage in a public-speaking contest. The feedback-givers, again, underestimated the speakers' desire for constructive criticism. ___38___ Yet it was the speakers who heard more critical feedback that showed the most improvement.

Is it possible to overcome this and get better at giving feedback when it's most needed? ___39___ "Take a second and imagine you are the other person," Abi-Esber suggests. If you'd want feedback, it's likely the other person feels the same—and might even be grateful that you took the time to speak up.

A. They chose to give them praises instead.

B. A quick role-exchanging exercise could move the needle.

C. It can also help identify potential problems before they occur.

D. The reason is that they're not putting themselves in the other person's shoes.

E. How you ask for feedback may stop you from hearing what you need to hear.

F. Many people hesitate to offer such honest criticism even when the benefits seem obvious.

G. Feedback-givers always underestimated how much others wanted to hear helpful criticism.

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 3 分，第 43 题 5 分， 共 12 分）

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。

When advising children and adolescents who are learning to regulate their emotions, experts explain that how they think affects how they feel. After children learn to use some basic techniques to regulate their emotions, a greater sense of internal control arises. Thereafter, people start to notice the power they can feel in their minds by changing their thought patterns.

"I believe that changing our thinking patterns helps engage different parts of the brain," said Ran D. Anbar, the author of Changing Children's Lives with Hypnosis: A Journey to the Center, "For instance, we may find ourselves habitually thinking in a particular way that predictably makes us feel poorly, for example angry, anxious, or sad. People can become angry when they feel that they have been treated poorly or have not gotten their way. The anger occurs because the person focuses on the perceived(察觉到的) injustice. When we shift our thinking, we can more easily create new, healthier thought patterns."

For instance, 14-year-old "Sarah" became angry with her parents for restricting her use of social media. While discussing why her parents did so, Sarah recognized that they were attempting to protect her from some of the ill effects of overusing social media. Sarah let go of her anger. She switched from thinking about her frustration with her parents' restrictions and instead focused her thoughts on how to solve the dilemma（困境）regarding her overuse of social media. She was able to recognize that her parents were her valuable friends rather than her opponents.

Frequently, people explain to themselves and others that their poor mood is related to unfortunate circumstances. While holding such a belief, people sometimes take comfort in the idea that since they cannot change their circumstances, there should be no expectation that they take charge of improving their feelings.

However, as demonstrated in this post, our emotional response to unfortunate circumstances can be brought under our control and improved through a change in our thinking patterns. Sometimes, that change can even help us figure out new ways to act that also will improve our situation.

40.What happens after children regulate their emotion?

41. Why does the author mention the example of Sarah in the 3rd paragraph?

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

People always believe their poor mood is due to unfortunate circumstances, so they will try to change their situation in order to have a good mood.

43. Besides changing thinking patterns, do you have other way(s) to control your emotions? (In about 40 words)

第二节（20 分）

假设你是红星中学高三学生李华，近期你的英国笔友 Jim 得知你的学校上周举办了“长城之约 ”(A date with the Great Wall)主题文化宣传活动，来信询问你活动的详情，请给他写一封邮件介绍相关情况。

内容包括：1. 活动目的；

2. 活动内容。

注意：1.词数 100 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．A　　2．B　　3．D　　4．C　　5．C

6．B　　7．A　　8．A　　9．D　　10. B

第二节 语法填空（共 10 小题；每小题 1.5 分，共 15 分）

11．created　　12.in　　13.sharing　　14.its　　15. where

16. focuses　17. is expected　18.what　　19. to gain　　20. aimlessly

评分原则

1.写出正确答案的同时，如出现影响理解的冗余信息，不得分；如不影响理解，不扣分。

2.大小写扣 0.5 分。

3.拼写错误不得分。

4.语态考点里如出现时态错误，不得分。

第二部分：阅读理解（共两节，38 分）

第一节（共 15 小题；每小题 2 分，共 28 分）

21．A　　22．A　　23．D　　24．D　　25．C

26．D　　27．B　　28．C　　29．B　　30．A

31．C　　32．D　　33．D　　34．C

第二节（共 5 小题；每小题 2 分，共 10 分）

35．F　　36． G　　37．D　　38．A　　39．B

第三部分：书面表达（共两节，32 分）

第一节（共4小题；第1-2题 每小题 2 分，第3小题 3 分，第4题 5 分，共12分）

40. A greater sense of internal control arises.

内容：意义忠实于原文，表达内容完整 2 分。语言不完整扣 1 分，语言表达与试题答案无关或者关联性较小 0 分。

语言：准确、连贯。语言表达有少量错误，但不影响理解，扣1分。语言质量影响理解给0分。

41. To show when we shift our thinking, we can more easily create new, healthier thought patterns.

The author mentions the example of Sara to show when we shift our thinking, we can more easily create new, healthier thought patterns.

内容：意义忠实于原文，表达内容完整 2 分。语言不完整扣 1 分，语言表达与试题答案无关

或者关联性较小 0 分。

语言：准确、连贯 2 分。语言表达有少量错误，但不影响理解，扣 1 分。语言质量影响理解给 0 分。

42. **一、划线标准**

划线 ***People always believe their poor mood is due to unfortunate circumstances, so they will try to change their situation in order to have a good mood.***

19. 完全正确，得 1 分。

20. 划线 try to change their situation 得 1 分。

21. 整句全划等情况不得分。

二、内容：解释符合原文意义。

语言：准确、连贯 2 分。语言表达有少量错误，但不影响理解，扣 1 分。语言质量影响理解给 0 分。

参考：According to the passage, people sometimes take comfort in the idea that since they cannot change their circumstances, there should be no expectation that they take charge of improving their feelings.

43. one possible version:

Engaging in exercising is another good way to control my emotion. It can release natural good chemicals in brain, which can help me relieve tension and reduce feelings of sadness. Additionally, Exercising serve as a distraction from negative thoughts and emotions, allowing me to temporarily escape and find relief.（**请根据学生答题情况酌情给分**）

一、评分标准

分档		**具体描述**
一档	5 分	紧扣主题。语言准确、连贯，仅有个别错误。
二挡	3-4 分	贴近主题。在准确性和连贯性上，有少量语言错误，不影响理解。
三挡	1-2 分	和主题相关。语言上有大量错误，影响理解。
四挡	0 分	所表达内容和主题完全不相关。或者仅孤立地罗列出和主题相关的个别单词。

二、评分细则：

1. **内容**：内容意义上言之有理即可得分。
   1) 照抄原文某些段落，不得分。
   2) 所表达内容与题目要求无关，不得分。

3) 能用自己的语言说出提高大脑功能的措施，如学习，玩游戏等，条理清楚，语言准确，给 5 分。

4. **语言**：准确、连贯；如有错误，酌情扣分。

5. **字数要求**

21. 如超过 50 字，扣 0.5 分。　　2）如少于 30 字，扣 0.5 分。

第二节（20 分）

一、评分原则：

1.本题总分 20 分，采用分项评分方式，其中内容 8 分，语言 8 分，结构 4 分。

具体计算方法：总分 20 分)=内容(8 分)x1 十语言(8 分)x1+结构 8 分)x0.5

2.评分时先判断作答内容与题目要求是否有关。评分时，根据文章内容、语言质量和结构初步确定档次，以档次的要求来确定分数。若内容判为零分，语言与结构均为零分。

3. 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。英式、美式拼写均可接受。

4．词数少于 100，从总分中减去 1 分。

5. 如书写较差，以至影响交际，将分数降低一个档次。

二、内容要点：

1. 活动目的　2. 活动内容;　3. 适当的开头和结尾。

三、各档次的给分范围和要求

分档维度	内容(8 分 x1)	语言(8 分 x1	结构(8 分 x0.5)
一档(6-8)	·内容完整,详略得当·表述与主题相关。	语言准确，基本无语言错误：句式多样 语言表达基本得体	条理清晰,结构合理。 衔接自然,行文连贯
二档(3-5)	·内容基本完整。·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 语言表达不太得体。	条理基本清晰，结构基本合理 有一定衔接手段，行文基本连贯。
三档(0-2)	·内容不完整。·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。·语言表达不得体。	条理不清晰。 支离破碎。

One possible version:

Dear Jim,

How's everything? I'm delighted to share with you the details of the cultural event, "A date with The Great Wall", organized by my school.

It aims to educate students about the historical significance and architectural charm of the Great Wall, providing participants with a deeper insight. The event featured a variety of activities. There were informative exhibitions displaying the history and unique features of the Great Wall, along with artworks painted by students. Additionally, we had hands-on activities to make a model of the Great Wall, allowing participants to feel the wisdom and hard work of ancient Chinese people in person.

Please let me know if you have any other questions. I'm looking forward to your reply.

Yours,

Li Hua