

2024北京朝阳高三一模

英 语

2024. 4

(考试时间90分钟 !满分100分)

本试卷共10 页。考生务必在答题卡指定区域作答，在试卷上作答无效。

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。

It was hard not to notice an 8-year-old kid storming in and out of his own house. “He doesn’t have a father,” said his neighbor, William Dunn. “I can probably do something for him.”

That something was fishing, a 1 Dunn’s father had shared with him. “It brought me peace and taught me how to be patient,” he said. He then took the kid fishing every weekend. Gradually he took groups of kids out to fish. Most didn’t have father figures. “They’d been through a lot, and their lives were 2,” said Dunn. “But when they were fishing, all of that disappeared. On the boat, they’d be laughing and making new friends. They just 3 the moment.”

4 by this scene, Dunn started the nonprofit Take a Kid Fishing. He and the volunteers have introduced 2,500 kids—most without fathers 5—to the calming peace found on the water and the excitement of catching a fish.

Just as important as the fishing are the 6 Dunn forms with those kids. When they have a rough time, Dunn will talk with them, emphasizing self-respect and mental 7. One of the kids, Bella Smith, said she would forget about the past while fishing and concentrate on something positive. “Fishing is learning,” she said. “I’ve learned I 8 a better life than what I had. Whenever I feel down, I know it’s time to go fishing.”

Dunn’s father passed away this year, so fishing has 9 new meaning for him. “I have a stronger liking for it because now I’m fatherless too. There’s nothing like feeling that first pull on the line and seeing a kid light up with a smile,” said Dunn. “I feel 10 to witness that every weekend.”

- | | | | |
|-------------------|----------------|------------------|----------------|
| 1. A. case | B. passion | C. duty | D. goal |
| 2. A. difficult | B. dramatic | C. adventurous | D. boring |
| 3. A. remembered | B. regretted | C. recorded | D. appreciated |
| 4. A. Entertained | B. Shocked | C. Inspired | D. Confused |
| 5. A. nearby | B. around | C. ahead | D. throughout |
| 6. A. identities | B. agreements | C. relationships | D. opinions |
| 7. A. toughness | B. dependence | C. sharpness | D. defense |
| 8. A. require | B. deserve | C. lead | D. secure |
| 9. A. left behind | B. turned into | C. carried out | D. taken on |
| 10. A. curious | B. nervous | C. lucky | D. hesitant |

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 个恰当的单词, 在给出提示词的

空白处用括号内所给词的正确形式填空。请在答题卡指定区域作答。

A

Zhao Chuang is a science artist working in Beijing, 11 job bridges science and art by painting and sculpturing ancient extinct species. Zhao reproduces each element described in papers on the history of life in an artistic way, and the 12 (blank) in scientific research are filled by his logic and imagination. His painting of a prehistoric flying animal became the cover of important scientific journal Nature in 2006, a highlight in his career 13 a science artist.

B

Harbin, 14 (know) for its ice and snow festivals, became very popular last winter. An increasing number of tourists rushed to the “Ice City of China” to experience the best of ice and snow culture. Besides the frosty delights, the city still has much more 15 (offer) all year around, including its traditional European-style architecture, unique cuisine and cultural events. The city’s individual attractions make 16 a must-see spot no matter the weather.

C

The Terracotta Army (兵马俑) was found in 1974 near Xi’an. It is formed of more than 8,000 sculptures, which 17 (bury) alongside the emperor Qin Shi Huang more than 2,200 years ago. Now, researchers have recreated the shoes of one soldier and analysis of them 18 (suggest) that shoes worn by the terracotta sculptures were surprisingly flexible and slip resistant. If the recreated shoes 19 (true) reflect the real ones, they can help build a better picture of 20 Qin dynasty soldiers wore and how this might have aided them in battles.

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

You’ve raced to the supermarket only to realise you’ve left the shopping list home. You need to memorise which groceries to pick up before you forget. Thankfully, there’s a memory aid that’s perfect for the job: the peg-word method.

What is the peg-word method?

It employs a set of pre-determined words, regarded as peg words, for the to-be-remembered information. Peg words act as a structure to help you remember particular items. Essentially, you’re hanging information you need to recall on these pegs, which allows it to be recalled quickly and easily.

Initially, to use this method, you will have to remember the peg words as well as the numbers:

one = bun	two = shoe	three = tree	four = door	five = hive
six = sticks	seven = heaven	eight = gate	nine = vine	ten = hen

The next step is to create associations between the information you need to remember and the item linked with the corresponding number. If the first item, for instance, is milk, then you need to visualise the milk and a bun (小圆面包) together. The more unusual you can make your image, the more likely you are to remember it. In this case, you could imagine a bun drinking a glass of milk.

Why is it useful?

As the case shows, it is most useful when it comes to remembering lists and you can recall the listed items easily in order. Another way to use this memory aid is to memorise important numbers, like phone numbers or dates. For instance, you need to remember that William Shakespeare was born in the year 1564. First, change that number to bun-hive-sticks-door. Then imagine a story to help you remember the series:

William Shakespeare put a bun in a beehive to coat it in honey, but he didn't like how sticky it became so he threw it at a door.

The peg-word method has been widely recognized as a helpful memory aid. For more information, please visit <https://jojomemory.com/>.

21. How can we apply the peg-word method to recall an item?

- A. List out different meanings of the item.
- B. Visualise the item and memorize its image.
- C. Choose the item's peg word and remember it.
- D. Create a visual link between the item and its peg word.

22. What is the best way to remember the number 347 with the peg words in the table?

- A. A hen drinks from a bottle of wine.
- B. A load of eggs grow like fruit on a tree.
- C. A tree grows through the door to heaven.
- D. An apple shoots out of a bun and hits the door.

23. What is the purpose of this passage?

- A. To introduce a helpful memory tool.
- B. To advertise a brain training program.
- C. To highlight the importance of peg words.
- D. To analyze the necessity of training memory.

B

My birth was a little more dramatic than the standard way a baby enters the world. I was born missing my left hand. Indeed, my limb (手臂) difference could have been a disaster if it hadn't been for what happened next. A nurse placed me in my mother's arms and instructed, "You will take her home. You will love her and treat her as normal."

That is exactly what happened. I played sports, acted in theater, excelled in school and had playdates with friends. While I did get some stares and "polite" questions about my disability, I was lucky because I wasn't made fun of for it.

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 need to fit in is intensified. I remember one of the other kids on the school bus stared just a little too long at my left arm. I felt a sudden urge to hide my hand, so I 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, a month, and years—25 of them to be exact.

When I was 38 years old, tired of hiding and lonely, I met someone special and invited him in. The combination of me finally feeling ready to unhide and his willingness to go through the unhiding process with me was exactly what I needed. For the first time in my life, I allowed someone to really hold my limb, look at it, touch it, love it—love me. I saw my limb difference as something unique about me, something that should be shown, not

hidden.

It was a transformational experience, and I learned to love me too. It changed how I lived my entire life and made me happier. I also discovered and joined the Lucky Fin Project, an organisation devoted to people with all types of disabilities.

Hiding things, especially from loved ones, is tiring and lonely, and it prevents us from getting help and support. It's time to change that.

24. What was the author's childhood like?

- A. She had no social interactions with friends.
- B. She was raised with care and treated normally.
- C. She faced some challenges in school activities.
- D. She was upset about the attention to her difference.

25. What happened to the author when she was 13 years old?

- A. She began to ignore her disability.
- B. She suffered prejudice from some kids.
- C. She started hiding herself away from friends.
- D. She became sensitive due to her self-awareness.

26. How did the author change when she stopped hiding?

- A. She started to open up and be herself.
- B. She met someone who cured her disability.
- C. She was fed up with the company of others.
- D. She reduced involvement in the disability group.

27. What can we learn from this passage?

- A. Misfortune is a good teacher.
- B. Disability is not a barrier to success.
- C. Self-acceptance can lead to self-love.
- D. Nothing beats the feeling of being loved.

C

The streets and roofs of cities all absorb heat, making some urban areas hotter than rural ones. These “urban heat islands” can also develop underground as city heat spreads downward, and subway tracks and other subsurface infrastructure (基础设施) also constantly radiate warmth into the surrounding earth.

A new study of downtown Chicago shows underground hotspots may threaten the very same structures that give off the heat in the first place. “Without anyone realizing it, the city of Chicago's downtown was deforming,” says study author Rotta Loria, an environmental engineer.

Humans aren't the only potentially affected. “For a lot of things in the subsurface, it's kind of ‘out of sight, out of mind,’” says Grant Ferguson, a geologist. But the underground world is full of creatures that have adapted to subsurface existence such as insects and snails. As the temperature rises because of climate change and underground urban development, scientists are keeping eyes on the potential implications for underground ecosystems.

But the question of how underground hotspots could affect infrastructure has gone largely unstudied. Because materials expand and contract with temperature change, Rotta suspected that heat coming from underground could

be contributing to wear and tear on various structures. To understand how underground temperature difference has affected the ground's physical properties, he used a computer model to simulate (模拟) the underground environment from the 1950s to now—and then to 2050. He found that by the middle of this century, some areas may lift upward by as much as 0.50 inch or settle by as much as 0.32 inch, depending on the soil makeup of the area involved. Though these may sound like small displacements, Rotta says they could cause cracks in the foundations of some buildings, causing buildings to fall.

Kathrin Menberg, a geoscientist in Germany, says these displacement predictions are far beyond her guesses and could be linked to the soft, clay-heavy soils. “Clay material is particularly sensitive,” she says, “It would be a big issue in all cities worldwide that are built on such material.”

Like climate change above the surface, underground changes occur gradually. “These effects took decades to develop,” Ferguson says, adding that increased underground temperatures would likewise take a long time to dissipate on their own. “We could basically turn everything off, and it’s going to remain there, the temperature signal, for quite a while.”

But Ferguson says this wasted heat energy could also be reused, presenting an opportunity to both cool the subsurface and save on energy costs. Still, this assumption could fail as aboveground climate change continues to boost underground warming. However slowly, this heat will gather beneath our feet. “It’s like climate change,” Rotta Loria says. “Maybe we don’t see it always, but it’s happening.”

28. The author quotes Rotta Loria in Paragraph 2 mainly to _____.

- A. make a prediction B. highlight a finding
- C. draw a conclusion D. raise an assumption

29. What can we learn from this passage?

- A. “Urban heat islands” extend underground to spare ecosystems.
- B. Surface climate change contributes to the reuse of underground heat.
- C. Underground temperatures mirror the ground’s physical characteristics.
- D. Buildings may collapse as a potential consequence of underground heat.

30. What does the underlined word “dissipate” in Paragraph 6 probably mean?

- A. Show. B. Stay. C. Develop. D. Disappear.

31. What does the author intend to tell us?

- A. Underground climate change is a silent danger.
- B. Humans fail to notice the dramatic climate change.
- C. Cooling the subsurface helps control urban heat rises.
- D. Researching underground heat helps save on energy costs.

D

Have we reached the peak of the culture war? Looking at my social media feeds, it seems that polarised thinking and misinformation have never been more common. How am I supposed to feel when users I once admired now draw on questionable evidence to support their beliefs?

Perhaps it is time for us all to adopt a little “existential humility”. I came across this idea in a paper by Jeffrey Greenat Virginia from Common Wealth University and his colleagues. They build on a decade of research examining the benefits of “intellectual humility” more generally—our ability to recognise the errors in our judgement and remain aware of the limits of our knowledge.

You can get a flavour of this research by rating your agreement with the following statements, ranging from 1 (not at all like me) to 5 (very like me): I question my own opinions because they could be wrong; I recognise the value in opinions that are different from my own; in the face of conflicting evidence, I am open to changing my opinions.

People who score highly on this assessment are less likely to form knee-jerk reactions on a topic, and they find it easier to consider the strengths or weaknesses of a logical argument. They are less likely to be influenced by misinformation, since they tend to read the article in full, investigate the sources of a news story and compare its reporting to other statements, before coming to a strong conclusion about its truth.

Developing “intellectual humility” would be an excellent idea in all fields, but certain situations may make it particularly difficult to achieve. Greenat points out that some beliefs are so central to our identity that any challenge can activate an existential crisis, as if our whole world view and meaning in life are under threat. As a result, we become more insistent in our opinions and seek any way to protect them. This may reduce some of our feelings of uncertainty, but it comes at the cost of more analytical thinking.

For these reasons, Greenat defines “existential humility” as the capacity to entertain the thought of another world view without becoming so defensive and closed-minded. So how could we achieve it? This will be the subject of future research, but the emotion of awe (a feeling of great respect and admiration) may offer one possibility. One study found that watching awe-inspiring videos about space and the universe led to humbler thinking, including a greater capacity to admit weaknesses.

Perhaps we could all benefit from interrupting our despair with awe-inspiring content. At the very least, we can try to question our preconceptions before offering our views on social media and be a little less ready to criticize when others disagree.

32. Regarding the culture war on social media, the author is _____.

A. embarrassed B. concerned C. panicked D. stressed

33. What can be inferred from the passage?

A. Existential humility reduces the threat to identity.

B. People with intellectual humility tend to jump to conclusions.

C. Awe could promote existential humility by encouraging modest thinking.

D. The higher you score on the assessment, the more you stick to your values.

34. Which would be the best title for the passage?

A. Overcome an Existential Crisis B. Show a Little Humility

C. The Path to Screening Information D. The Approach to Achieving Humility

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，并在答题卡上将该项涂黑。选项中有两项为多余选项。

In most adults, learning and thinking begin to decline as early as age 30. People start to perform slightly worse in tests of cognitive abilities such as the rate at which someone does a mental task. 35

These changes are often considered normal aging. But they may instead represent something more like the “summer slide” that some schoolchildren experience in academic progress during summer break. Recent research suggests that a pause of learning is indeed a problem causing cognitive reduction. 36

In a three-month intervention, the researchers provided an encouraging learning environment for 24 older adults. They took at least three classes to learn three new skills. They also discussed issues related to learning barriers and motivation. Over the course these participants' cognitive scores for memory and flexibility significantly improved. In a follow-up study, the researchers discovered amazingly that they had improved further: 37 In other words, giving these seniors a multicourse routine seemed to bring up their abilities to levels similar to those of college students.

The researchers are still investigating why cognitive scores continued to climb after the program's end, but one possibility is that the experience encouraged these older participants to continue learning and practicing new skills. Older adults are often assumed to be on a downward slide with unrecoverable loss. "Use it or lose it," the saying goes. 38 Decline, as we so often see it, may not be certain. That's why we need to create enriched learning environments for adults after their formal education and job training end.

39 Educators know how to educate children and adolescents, and we can adapt that knowledge to develop learning opportunities for adults. Societies could also provide resources and paths toward lifelong learning to ensure that everyone can benefit. Let's shift the conversation about adults from avoiding loss and decline to learning and growing.

- A. But this decline can be addressed.
- B. The slide becomes sharper in their mid-60s.
- C. Interrupted learning may not only affect children.
- D. The question now is how society can maximize adult's chances to keep learning.
- E. Their cognitive abilities after one year were close to those of adults 50 years younger.
- F. Older adult research tends to emphasize skill learning only after daily functions start to decline.
- G. However, the research suggests they can increase both skills and cognitive abilities over a long term.

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。

Gestures refer to the communication where visible bodily actions are used to communicate important messages. They include movement of hands, face, or other parts of the body. Gestures benefit our lives a lot. Take language learning.

In some languages, certain syllables (音节) within words are pronounced with markedly more weight than others, called lexical stress. Languages such as English commonly feature lexical stress. For example, the word "accent" involves more emphasis on the first syllable, "ac", than the second, "cent". Native speakers of Chinese, however, don't use lexical stress and therefore find it difficult to learn languages that feature it.

Making any hand gesture could help learners recognize lexical stress, which has been proved by Xing Tian's team. They selected 124 native Chinese speakers, who watched videos of people performing hand movements that were synced (同步的) to recordings of the same English words. In addition, they also found when more pronounced gestures matched the stressed syllable, the participants were particularly good at identifying it.

The research involved several experiments, which makes it difficult to combine the results. Nevertheless, Tian estimates that the use of gestures helped identify lexical stress between 10 and 15 percent more accurately compared with no gestures at all, and how much help depends on the nature of gestures.

A follow-up study conducted by another team exposed the same Chinese speakers to Russian words and got similar results. “Our findings highlight the functional role of gestures in enhancing speech learning, suggesting practical strategies for language teaching and learning,” the researchers write in their paper.

The benefits of gestures extend far beyond teaching and learning. Since gestures are deeply integrated into our daily lives, they deserve more of our attention.

40. What do gestures mean?

41. What did Xing Tian’s team find in their study?

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

➤ Gestures help learn lexical stress, but the degree to which they help depends on the complexity of the lexical stress.

43. Besides what is mentioned in the passage, how do gestures benefit you in your life? (In about 40 words)

第二节（20分）

假如你是红星中学高三学生李华。在第16个全国防灾减灾日到来之际，你们学校开展了一次以“安全进校园”为主题的教育活动。你校国际部交换生Jim对此很感兴趣，发来邮件询问。请你用英文给他回复，内容包括：

1. 活动目的；

2. 活动安排。

注意：1. 词数100左右

2. 开头和结尾已给出，不计入总词数

提示词：全国防灾减灾日—National Disaster Prevention and Reduction Day

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（共10小题；每小题1.5分，共15分）

1. B 2. A 3. D 4. C 5. B

6. C 7. A 8. B 9. D 10. C

第二节（共10小题；每小题1.5分，共15分）

11. whose 12. blanks 13. as 14. known

15. to offer 16. it 17. were buried 18. suggests 19. truly 20. what

第二部分阅读理解（共两节38分）

第一节（共14小题；每小题2分，共28分）

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

第二节（共5小题；每小题2分，共10分）

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

第三部分（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）

40. Gestures refer to the communication where visible bodily actions are used to communicate important messages.

41. Any hand gesture could help learners recognize lexical stress. Besides, when more pronounced gestures matched the stressed syllable, the participants were particularly good at identifying it.

42. Gestures help learn lexical stress, but the degree to which they help depends on the complexity of the lexical stress.

Gestures help learn lexical stress, but how much help depends on the nature of gestures.

43.

1) Gestures make it easy for me to convey feelings and better connect with others. For example, when I want to express excitement, waving my hands or nodding vigorously can help me communicate the emotion effectively. That also allows me to build stronger relationships with others.

2) Gestures can make my communication more effective. I can point to indicate direction or size so that I can make my message clearer. It is also easy for others to understand what I mean by strengthening the associations between words and concepts.

第二节（20分） Possible version : Dear Jim,

How is everything going? Knowing that you are interested in the “Safety Education into Campus” event, I am glad to share it with you.

In response to the 16th National Disaster Prevention and Reduction Day, our school organized activities to raise our awareness of self-protection in the face of emergencies. First, an expert from a professional rescue team delivered a lecture on how to react when disasters strike us, such as fires and earthquakes, equipping us with basics of evacuation. Besides, we made brochures concerning the practical tips on dealing with disasters and handed them out on campus to further spread the safety knowledge among students.

I have prepared an English brochure for you. Hope it will help.

Yours,

Li Hua