

2024 北京西城高三二模

英 语

2024.5

本试卷共14页，共100分。考试时长90分钟。

考生务必在答题卡指定区域作答，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。

You may have heard of the famous workplace communication software, Slack. Many companies use Slack to virtually communicate across teams. What most people don't know is that Slack, despite its 1, was never meant to exist. In fact, the company who developed Slack actually had been hoping to create the next popular video game. But after raising millions of dollars to fund the game development, the company ultimately 2 the project because the game failed to attract enough users.

The 3 goal of the company wasn't achieved. However, during the process of creating their game, something else happened. The team realized that the 4 system they created to accompany the game was worth investing more time in. And they 5 to invent the communication system idea for one of the fastest-growing startups (初创公司) in history, and Slack was born.

An outcome-focused company might have just moved on from the failed video game or, worse, continued investing resources, risking further negative outcomes. But 6, this company didn't do that. 7, they had been paying attention to the process. Focusing on the process allowed this company to 8 and redefine their desired outcome.

You've probably heard a quote or two in your life about the 9 of "the journey"—how often the journey is more significant and impactful than the 10. The company that developed Slack understood this principle, and by focusing on the process rather than the outcome, they were able to achieve greater success than they first had hoped for.

- | | | | |
|-----------------|----------------|------------------|----------------|
| 1. A. problem | B. history | C. success | D. limitation |
| 2. A. took down | B. shut down | C. cut down | D. passed down |
| 3. A. immediate | B. general | C. real | D. initial |
| 4. A. chat | B. sign | C. control | D. power |
| 5. A. intended | B. managed | C. pretended | D. promised |
| 6. A. luckily | B. naturally | C. likely | D. hopefully |
| 7. A. Therefore | B. Still | C. Thus | D. Instead |
| 8. A. predict | B. achieve | C. adapt | D. watch |
| 9. A. origin | B. challenge | C. importance | D. purpose |
| 10. A. distance | B. destination | C. determination | D. direction |

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

In 2022, to preserve China's wetlands, a law 11 (introduce) to restrict construction and prohibit harmful 12 (activity) such as overgrazing, overharvesting, and wastewater discharge in important national wetlands. Since the implementation (实施) of these measures, there 13 (be) an increase in the number of birds observed wintering in the nation's wetlands. In February, the forestry bureau in Hunan province reported 72 species of waterbirds that spent the previous winter at Dongting Lake. Black-faced spoonbills, 14 rare and endangered species, were sighted at Dongting after a five-year absence.

B

A person's memory is like a hall with many rooms, some visited frequently, others untouched 15 years. With age, sometimes, doors to certain memories become locked, requiring a special key 16 (access) them. These keys often come in the form of specific sensory inputs—something you see, smell, touch, taste, or hear. When a sensory input stimulates receptors, signals are sent along nerve cells to the brain, 17 they are processed and interpreted. The way our senses connect with our memories shows how complex our minds are. Knowing this helps us understand how our past affects how we see and act in the present.

C

Booking a flight-free holiday is effortless with Byway Travel. 18 (found) in 2020 by Cat Jones, a non-car owner whose family vacations annually by train and bike, Byway is the world's first travel agent that offers 100% flight-free trips. The company excels in integrating the journey into the adventure itself, 19 (ensure) travelers discover the interesting places they would otherwise miss by flying over them. Presently, Byway specializes in flight-free excursions from the UK to Europe, with plans to expand its flight-free travel offerings 20 (global) in the future.

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

Museum Tours

There are many ways to visit SAAM and the Renwick Gallery and they're all free!

Gallery Tours for All Ages

● **Group Tours**

Group tours are available by request for adult groups of eight or more. Choose from a variety of themes, including current special exhibitions. Request 3 to 4 weeks in advance.

● **Walk-in Tours**

Walk-in tours are sometimes available. Check with the Information Desk when you arrive. If a walk-in tour is scheduled for that day:

SAAM walk-in tours start at 12:30 to 1:30 p.m. and 2:00 to 3:00 p.m. every day of the week and 4:00 to 5:00 p.m. Thursday through Sunday.

Renwick walk-in tours start at 12:00 to 1:00 p.m. every day except Sunday. There are no tours on Sundays.

● **Self-guided Tours**

Self-guided tours using your smartphone are available throughout SAAM. Scan the QR codes to bring lots of information to your fingertips!

Access Programs

Free tours are available online and in our galleries at SAAM or the Renwick Gallery:

- in American Sign Language (ASL);
- for people with low vision;
- for people with mental disorders and their care partners.

There is no minimum group size for Access tours.

School Tours

We welcome learners of all abilities and from all settings. School tours at SAAM and the Renwick Gallery are:

- for kindergarten through college;
- in line with national curriculum standards;
- interactive and interdisciplinary.

School tours last 60 minutes. Want more time in the galleries? Ask about additional activities. Request 4 to 6 weeks in advance.

Virtual Programs

● Online School Tours:

- for 3rd grade through 12th grade;
- in line with national curriculum standards;
- 40 to 60 minutes long.

Request 4 to 6 weeks in advance.

● Online Adult Tours:

- available by request;
- 45 to 60 minutes long;
- focus on a variety of themes, including highlights and special exhibitions;
- interactive and conversational.

Request 4 to 6 weeks in advance.

21. If you want to take a walk-in tour, you can visit the SAAM Gallery at _____.

- | | |
|-----------------------|-------------------------|
| A. 12:00 pm on Monday | B. 4:30 pm on Wednesday |
| C. 1:00 pm on Sunday | D. 3:30 pm on Tuesday |

22. What do we know about the Access Programs?

- A. Tours are available in English only.
- B. There is a minimum group size of 8 for Access tours.
- C. People with mental illness can visit the galleries with their care partners.
- D. People with poor sight cannot have access to the free tours in the galleries.

23. From the passage, we can know _____.

- A. SAAM and the Renwick Gallery offer paid tours for adult groups
- B. school tours are consistent with educational curriculum standards
- C. requests for online tours should be made at least 3 weeks in advance
- D. visitors can use smartphones to enjoy self-guided tours in Renwick Gallery

B

In the state of Georgia, one farmer has made it his mission not only to feed the hungry but to help them grow their own food in their own backyard.

“My main goal is to make sure that underserved communities that have been excluded or overlooked have access to locally grown food,” said Bobby Wilson, who operates the nonprofit Metro Atlanta Urban Farm. Since 2009, Wilson has taught thousands of people how to plant and grow their own vegetables and prepare meals with them, including onions, garlic, cucumbers, tomatoes, collard greens, squash, and eggplant.

“Not only can you learn from my 35 years of doing this type of work,” Wilson said, “but you can learn from our community gardeners who are growing food in a natural way.”

Wilson, the first college graduate in his family, worked with the University of Georgia for more than 20 years, bringing gardening education and programs to public housing complexes, schools and churches throughout Metro Atlanta. Through his work, he saw a great need for fresh, healthy food in low-income urban communities.

When he retired in 2009, he used a portion of his retirement savings to purchase the farm and help fill the gap.

“I saw the need,” Wilson said. “Plus, when you retire, you should do something you really enjoy.”

He estimates with the rising price of food, people could save thousands yearly by growing their own fruits and vegetables. He also points out the health benefits that fresh produce brings.

Millions of households in the US are struggling to feed their families. And this is what motivates Wilson’s efforts.

“When small and disadvantaged farmers didn’t have the avenue to get rid of that produce because people were not coming out to buy, we had an opportunity to help keep them alive,” Wilson said. “We were buying food from African American farmers who did not have outlets and giving it away.”

Wilson continues to offer free food to those in need at a drive-through giveaway every week, where families can secure healthy produce.

Over the years, Wilson says he has hosted a lot of students in grades K-12 for farm tours and agricultural S.T.E.M. field trips. He works with farmers and gardeners of all ages and skill levels, from preschoolers to seniors, to provide education and access to affordable produce.

“We’re more than just a farm,” he said. “We’re about justice, equity, diversity, and inclusion, because at the end of the day, I want my grandchildren to have it better than what I have it today.”

24. Wilson started the Metro Atlanta Urban Farm mainly to _____.

- A. make a living
- B. pursue his career
- C. promote health awareness
- D. help the communities

25. We can learn from the passage that _____.

- A. Wilson’s farm has been around for over 30 years
- B. Wilson undertakes some educational initiatives at the farm
- C. some small and disadvantaged farmers joined Wilson’s farm
- D. thousands of students have attended Wilson’s classes on farming

26. What does Wilson think of his farm?

- A. Underestimated.
- B. Unexpected.
- C. Imperfect.
- D. Promising.

C

When people hear “artificial intelligence,” many envision “big data.” There’s a reason for that: some of the most important AI breakthroughs in the past decade have relied on enormous data sets. But AI is not only about large data sets, and research in “small data” approaches has grown extensively over the past decade—with so-called transfer learning as an especially promising example. Also known as “fine-tuning,” transfer learning is helpful in settings where you have little data on the task of interest but abundant data on a related problem. The way it works is that you first train a model using a big data set and then retrain slightly using a smaller data set related to your specific problem.

Research in transfer learning approaches has grown impressively over the past 10 years. In a new report for Georgetown University’s Center for Security and Emerging Technology (CSET), we examined current and projected progress in scientific research across “small data” approaches. Our analysis found that transfer learning stands out as a category that has experienced the most consistent and highest research growth on average since 2010. This growth

has even outpaced the larger and more established field of reinforcement learning, which in recent years has attracted widespread attention.

Small data approaches such as transfer learning offer numerous advantages over more data-intensive methods. By enabling the use of AI with less data, they can bolster progress in areas where little or no data exist, such as in forecasting natural disasters that occur relatively rarely or in predicting the risk of disease for a population set that does not have digital health records.

Another way of thinking about the value of transfer learning is in terms of generalization. A recurring challenge in the use of AI is that models need to “generalize” beyond their training data. Because transfer learning models work by transferring knowledge from one task to another, they are very helpful in improving generalization in the new task, even if only limited data were available.

Moreover, by using pretrained models, transfer learning can speed up training time and could also reduce the amount of computational resources needed to train algorithms (算法). This efficiency is significant, considering that the process of training one large neural (神经系统的) network requires considerable energy.

Despite the growth in research, transfer learning has received relatively little visibility. The existence of techniques such as transfer learning does not seem to have reached the awareness of the broader space of policy makers and business leaders in positions of making important decisions about AI funding and adoption. By acknowledging the success of small data techniques like transfer learning—and distributing resources to support their widespread use—we can help overcome some of the common misconceptions regarding the role of data in AI and facilitate innovation in new directions.

27. What does the underlined word “bolster” in Paragraph 3 probably mean?

- A. Promote.
- B. Seek.
- C. Track.
- D. Monitor.

28. In which of the following settings can transfer learning be best applied?

- A. Predicting the frequency of floods in Amazon rainforest.
- B. Designing a program that can read handwritten documents.
- C. Forecasting the number of people infected with an unknown illness.
- D. Predicting house prices based on basic features like area and location.

29. What is the writer’s attitude towards transfer learning?

- A. Doubtful.
- B. Optimistic.
- C. Critical.
- D. Unconcerned.

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

- A. Transfer Learning: Where Does It Best Fit?
- B. Small Data Are Also Crucial for Advancing AI
- C. Transfer Learning Powers Technological Advances
- D. Big Data vs. Small Data: Which Is the Future of AI?

D

Can you imagine getting a major dental procedure without novocaine (一种麻醉药)? A scientist colleague of mine recently told me, rather than use it, he used a “focus in” meditation (冥想) technique to direct all of his attention to his mouth with as much calming equanimity as he could gather. Doing so transformed the pain for a few minutes.

A stream of scientific articles suggests that there are benefits in turning toward discomfort or negative emotions with acceptance. In addition, all of us can gain from finding ways to cope with stress and suffering—particularly

when larger circumstances are beyond our control. As a researcher who has studied meditation for more than 20 years, I believe that the cultivation of equanimity can help.

It's important to first define the idea of turning toward discomfort. I'm not advocating for people to put themselves in dangerous positions. But when we push ourselves into challenging or embarrassing situations, much like trainers who push athletes just past their comfort zone to make gains, learning often happens.

My own research indicates that meditation provides an ideal way to practice turning toward discomfort—particularly when it trains up one's equanimity. In my laboratory at Carnegie Mellon University, we conducted several clinical trials on developing equanimity during mindfulness meditation training. This approach includes guided meditation exercises such as using a matter-of-fact voice to label uncomfortable feelings in the body or welcoming uncomfortable feelings by saying "yes" aloud each time a feeling is detected.

We hired 153 stressed adults and offered them a mindfulness meditation training program with or without training in equanimity. Our equanimity skills training group had significantly better outcomes on several measures. After just 14 days of training, for example, the participants who learned equanimity skills had significantly lower biological stress responses when asked to deliver a difficult speech and solve math problems in front of experts in white lab coats. This group also had significantly lower blood pressure and stress levels. In the days after training, people introduced to equanimity exercises also reported significantly higher positive emotions and well-being throughout the day and more meaningful social interactions than participants who received mindfulness training without the equanimity component. It was as though developing equanimity had transformed their emotional reactivity to stress, helping them better appreciate and enjoy daily life's many little positive experiences and making them more curious and open to connecting with others.

We are expanding on this work in several ways—including through the development of an app that offers equanimity training on demand and with trials involving participants with stress-related gastrointestinal (胃肠的) disorders. Meanwhile other scientists are further exploring equanimity's power. We are convinced we can each build our resilience (恢复力) on a personal level by cultivating greater acceptance of our experience—good or bad, painful or pleasant—in the present moment.

31. What can be learned about equanimity?

- A. It is a state of mental calmness.
- B. It is a form of negative emotions.
- C. It is a replacement for novocaine.
- D. It is the result of mindfulness meditation.

32 Which of the following is a good example of equanimity training?

- A. Ignoring discomfort totally.
- B. Detecting unusual behavior.
- C. Keeping emotions to oneself.
- D. Seeing negative feelings objectively.

33. Paragraph 5 is written to show _____.

- A. the benefits of developing equanimity
- B. the procedure of mindfulness meditation
- C. the performances of two meditation training groups
- D. the relationship between equanimity and well-being

34. What can be inferred from the last paragraph?

- A. Stress contributes to physical disorders.
- B. Pleasant experiences result in greater equanimity.
- C. People are likely to have easy access to equanimity training.

D. Resilience can help people gain more acceptance of hardship.

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。

Want to write better? There's a new book that says simple writing is best.

Do you check your text messages before sending? 35 If not, you might prefer getting things done fast, even if they're not perfect.

This book argues that it's important to write carefully, even for quick messages. Todd Rogers and Jessica Lasky Fink, from Harvard, wrote "Writing For Busy Readers". It's smartly named because everyone's busy today. People get lots of messages every day, from emails to texts. 36 Deciding what to read, skim, or ignore happens many times a day for almost everyone.

The authors share good writing tips, like cutting unnecessary words and using simple words everyone knows. They say it's important to keep sentences simple. They tested the idea that less is more. For example, they sent an email to thousands of school-board members asking them to take a survey. They made the email shorter, from 127 to 49 words, and got double the responses (from 2.7% to 4.8%). 37

The same is true for text messages. In another test, they sent a short message asking parents to take a survey. It got more responses than a longer, more sympathetic one. Sometimes, being short and clear works better than being kind but ignored. It's not just what you say, but how quickly you say it that matters.

It's not just about word count. 38 Reducing the number of options has the same effect. Short, active sentences with common words are best.

From posts to online reviews, following these rules gets more likes and shares. Serious writers should pay attention too. A study found that companies using long sentences and complicated words were seen as less moral and trustworthy.

39 It might be tempting to send messages quickly and hope for the best. But taking time to write for your readers has benefits. If you send a rushed message that readers ignore, it's like you didn't send it at all.

- A. If everyone is a busy reader, everyone is a busy writer too.
- B. They can also get puzzled by social media platforms.
- C. If you do, you probably like making even the simplest messages perfect.
- D. They found that longer messages make people think the task will take longer.
- E. Keeping messages to one idea, or as few as possible, helps make sure they're read, remembered, and acted on.
- F. Your goal is to convey enough passion that your readers think the issue in your message is worth caring about.
- G. Explaining the thinking behind your messages will allow readers to see that you know what you're talking about.

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。

Four Colombian children survived a plane crash only to be lost deep in the Amazon rainforest for well over a month. This is how they survived this horrifying situation.

It's most people's nightmare: surviving a plane crash only to be trapped in a jungle with no way of contacting the outside world. But they survived. The children, aged 13, nine and four, as well as an 11-month-old baby, were flying with their mother from their village in the Amazon to visit their father in San José del Guaviare. The single-

engine Cessna on which they were flying experienced engine problems and disappeared on May 1, 2023.

Bad weather prevented the army from finding the crash site for two weeks, where they then found the dead bodies of three adults, including the children's mother. How did these children survive conditions that would be an unimaginable struggle for most adults? They are members of the Huitoto Indigenous group and were raised in the jungle. As such, they have an intimate understanding of the rainforest. They know which fruits are safe to eat and which plants should be avoided.

Working with, rather than against, the Amazon, they survived on fruits and seeds, while feeding the baby water mixed with yucca flour that they found on the plane. While the children got on with the business of surviving, the Colombian army worked with Indigenous volunteers to find them. After 40 days of searching, the children were found and taken to recover at a military hospital in Bogota.

While many around the world have taken this survival story to be a miracle, others point out that it is the result of an ancient and intimate knowledge of the rainforest that has been passed down through Indigenous communities over the generations. Indigenous tribes have a close relationship to the Amazon, marked by a deep respect for the forest that provides them with shelter and nutritious ingredients. It is their close connection to and understanding of the rainforest that undoubtedly helped the children to survive.

40. What made the plane on which they were flying crash?

41. Why did it take the army so long to find the children after the accident?

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

➤ ***The children survived the horrifying situation by fighting against the Amazon rainforest.***

43. What lesson can you learn from the story? (*In about 40 words*)

第二节（20 分）

假设你是红星中学高三学生李华，临近毕业，你们班的英语老师请每位同学给新高一学弟学妹写封英文邮件，邮件内容包括：

1. 你的建议；

2. 你的祝愿。

注意：1. 词数 100 左右；

2. 开头和结尾已给出，不计入总词数。

Dear fellow students,

Yours,

Li Hua

（请务必将作文写在答题卡指定区域内）

参考答案

第一部分：知识运用（共两节，30分）

第一节（共10小题；每小题1.5分，共15分）

1. C 2. B 3. D 4. A 5. B
6. A 7. D 8. C 9. C 10. B

第二节（共10小题；每小题1.5分，共15分）

11. was introduced 12. activities 13. has been 14. a 15. for
16. to access 17. where 18. Founded 19. ensuring 20. globally

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

第二节（共5小题；每小题2分，共10分）

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

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）

40. Engine problems.

41. Because the weather was bad.

42. *The children survived the horrifying situation by fighting against the Amazon rainforest*

According to the passage, the children survived because they worked with the Amazon forest and survived on fruits and seeds, while feeding the baby water mixed with yucca flour that they found on the plane.

43. 略。

第二节（20分）

范文：

Dear fellow students,

Congratulations on becoming a part of our wonderful school community. At the request of our English teacher, I'm reaching out to offer you some advice on navigating your time here.

First, treasure every moment spent with your teachers and classmates. Your time here will pass quickly, so seize the opportunity to forge meaningful and lasting connections. Secondly, let go of your past achievements or failures. Instead, focus on the tasks at hand. It is the dedication and effort you invest now that will shape your future. Finally, explore what truly sparks your passion. Take English learning for instance. Whether it's watching movies or reading novels, try to find what genuinely motivates you.

Wishing you all a fulfilling and rewarding journey ahead filled with joy, growth, and success.

Yours,

Li Hua