

# 2020 北京朝阳高三（上）期中

## 英 语

2020. 11

(考试时间90分钟 满分100分)

本试卷共 10 页。考生务必将答案答在答题卡上，在试卷上作答无效。

### 第一部分：知识运用（共两节，25 分）

#### 第一节 完形填空（共 10 小题；每小题 1 分，共 10 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。

#### One Mother to Another

On Wednesday evening, our daughter, who was at a boarding school over 200 kilometers away, told us that she had lost her phone when she took part in an activity off campus. We realized that we had little chance of finding it.

The next morning, my phone beeped (哔哔响) loudly. A kind voice announced that she had something that belonged to my daughter. I 1 that I lived a three-hour drive away, and told her I would ask a friend to fetch the phone. My daughter had written my number on the inside of her phone's case—good thinking!

After contacting the people I know who lived near the school, I was out of 2—no one could go and 3 the phone, not surprisingly as it was the working day and everyone was busy. I decided to ask the lady to post the phone to my daughter. But when I sent her a text to ask if this would be OK, she replied, "We will 4 it and we're going to drive down to the boarding school tonight." To my 5, this wonderful couple, who had already spent a busy day at work, was making a round trip on the night, 6 for returning a phone to a complete stranger. How touching it was!

I gave them directions and they 7 the phone into the hands of my daughter at her boarding house. The only word of an explanation was, "I've got children of my own, and I know how a mother 8."

We had thought that the chance of getting back the phone was 9, but we got it back in such a short time. It was a wonderful reminder of the good in the world and how the actions of one person can 10 the world to another.

- |                 |              |              |              |
|-----------------|--------------|--------------|--------------|
| 1. A. suggested | B. reported  | C. explained | D. argued    |
| 2. A. date      | B. luck      | C. work      | D. control   |
| 3. A. pick up   | B. carry out | C. hand in   | D. give away |

4. A. find                      B. show                      C. miss                      D. take
5. A. regret                      B. surprise                      C. amusement                      D. disappointment
6. A. especially                      B. certainly                      C. definitely                      D. probably
7. A. conducted                      B. arranged                      C. delivered                      D. identified
8. A. doubts                      B. interests                      C. predicts                      D. worries
9. A. free                      B. slim                      C. hard                      D. fair
10. A. tell                      B. face                      C. mean                      D. join

第二节 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 love my campus very much. It has a lot of buildings traditional in Chinese style but modern in equipment. Having classes in them always \_\_11\_\_ (make) me feel excited with the busy world and relaxed about the long history of our nation. Out of the houses are beautiful gardens \_\_12\_\_ (surround) by trees. In the morning, we read aloud by the lake or behind the hill. The air is so fresh and sweet that very often I think how \_\_13\_\_ (luck) I am to study in such a beautiful campus.

B

Whales use sound to get information around them. By constantly \_\_14\_\_ (send) out sounds that hit underwater objects and come back, whales receive information. This way of using sound is called *sonar*. Recently, scientists have found that whales \_\_15\_\_ (harm) by the powerful sonar coming from ships. This problem is being studied, and people's level of awareness of the problem is \_\_16\_\_ (high) than ever before. Now ships around the world are trying to be more careful when using sonar.

C

Rules help us live together in a community. At my local park, there is a sign that reads, "Keep off the grass." Because our community has a need for a nice green space \_\_17\_\_ (relax), we are expected to keep our park clean and in good condition for everyone's enjoyment. If one person breaks the rules, more people \_\_18\_\_ (follow) him and do what they want. In a community, rules are in place to protect everyone. What we do and \_\_19\_\_ we act affect everyone, not just ourselves. We need rules in order to live \_\_20\_\_ (safe).

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



Arbeia Roman Fort (城堡) and Museum

Location and History

Arbeia Roman Fort is situated on Hadrian's Wall. It was the most important structure built by the Romans in Britain, and now it has been a World Heritage (遗产) Site. Built around AD 160, Arbeia Roman Fort was the military supply base for the soldiers who were stationed along Hadrian's Wall. The fort has been gradually uncovered and some original parts have been revealed. There are reconstructions that show how Arbeia Roman Fort would have looked.

The Reconstructions

The reconstructions of the Commanding Officer's house and soldiers' quarters are strikingly different. The accommodation for soldiers is dark and uncomfortable, while the Commanding Officer's house is spacious and luxurious, with courtyards with fountains for him and his family to enjoy.

The Museum

Visit the museum and see many objects that were found at Arbeia. They are historically important and show what daily life was really like at that time. You will see weapons, tools, jewellery, and so on. You can also discover how the Romans buried their dead and see tombstones (墓碑) which survive to this day. There is a "hands-on" area allowing visitors to dig on a certain site and study their findings with the help of museum staff. You can piece together pottery (陶器), or try writing just as the Romans would have done. For children, they can build this ancient Roman fort with building blocks by themselves.

Opening Times and Getting There

April 1-October 31:

Monday to Saturday 10:00am-5:00pm, Sunday 2:00pm-5:00pm.

November 1-March 31:

Monday to Saturday 11:00am-4:00pm, closed Sunday. (Closed December 25-26 and January 1)

Entry is free.

Arbeia is only a ten-minute walk from the bus station at South Shields. Free car park nearby.

Website:

[www.twmuseums.org.uk/arbeia](http://www.twmuseums.org.uk/arbeia)

21. According to the passage, Arbeia Roman Fort \_\_\_\_\_.
- A. was related to the military                      B. got reconstructions around AD 160
- C. was built in a small area in Rome              D. provided a comfortable life for soldiers
22. What can visitors do in the museum?
- A. See historical objects.                              B. Build tombstones for the dead.
- C. Write to ancient Romans.                         D. Try using old tools and weapons.
23. What time does Arbeia Roman Fort close?
- A. On April 1.      B. On October 31.      C. On November 1.      D. On December 26.

B

Learning to say “yes, and”

When I first heard about the improvisation (即兴交流) class, I was hesitating. As a quiet and shy girl, I feared improvising in front of strangers. However, I knew I wanted to work as a science communicator after finishing my Ph.D., so it seemed like a perfect opportunity to learn how to speak and communicate with others effectively. I signed up, knowing the experience would give me help.

During our first class, we learned an important concept of improvisation: “yes, and.” It means that, as improvisers, we’d better accept what fellow performers say. If someone says that rhinos (犀牛) are librarians, for example, then rhinos are librarians. We do not question the logic; we say “yes” and then continue with the scene as if nothing is wrong.

The first few scenes were hard, but as weeks turned into months, I became more comfortable and even started to enjoy our classes. I became better at listening, relating to my conversation partners, and communicating clearly in the moment. Once when I was giving a presentation about my science, an audience member surprised me with a question that didn’t grow out of the information I’d presented. Instead of getting confused and nervous, I took the “yes, and” approach—accepting the question and letting my mind focus on why it was asked. That helped me find an appropriate answer. I got pretty excited about it.

The benefits of improvisation go beyond communication. Before attending the class, I would get stuck when my experiments produced unexpected data, thinking that I had made a mistake. But now, instead of getting discouraged, I will stay open to the possibility that the results are real, keep exploring the data and end up identifying a new type of cell—one that isn’t behaving as expected.

I think all scientists can benefit from this lesson. If the data say rhinos are librarians, then it's worth finding out whether rhinos are, in fact, librarians. As scientists, our job isn't to challenge data that support a preconceived (先入为主的) story, but to say "yes, and."

24. Why did the author attend the improvisation class?

- A. To get a different experience.
- B. To finish her Ph.D. at university.
- C. To give up her job as a science communicator.
- D. To improve her speaking and communicating ability.

25. What was the author's change after attending the improvisation class?

- A. She formed her own idea quickly.
- B. She came up with lots of creative responses.
- C. She paid more attention to the logic of answers.
- D. She became a good listener before giving an opinion.

26. The author mentions applying the "yes, and" approach to her scientific experiments to \_\_\_\_\_.

- A. explain the process of using the method
- B. prove the benefits of the improvisation class
- C. share her own research experiences with readers
- D. attract fellow scientists to attend the improvisation class

27. What can be inferred about scientists from the last paragraph?

- A. They should attend the improvisation class.
- B. They should question all preconceived ideas.
- C. They should carry on research by admitting earlier data.
- D. They should try to improve their professional knowledge.

C

### Success and Risk in Extreme Sports

What is it that drives some to take extreme risks, while the rest of us \_\_\_\_\_ hurry for the safety of the sidelines?



Lester Keller, sports-psychology expert, says that not everyone has the mental makeup to do well in extreme sports. He notes that most of us hit a natural ceiling that limits our appetite for extreme risk in tricky conditions. But others have a much higher tolerance for risk. Keller points to a top ski racer. He told Keller that “the high element of risk makes you feel alive, tests what you are made of and how far you can take yourself”. He said he would get nervous on some of the courses, but that this would just make him fight more.

Psychologists note that some people seem to have a strong desire for adrenaline (肾上腺素) rushes as a behavior seeking excited feelings. Like many extreme athletes, Emily Cook’s appetite for risk appeared at a young age. “I was a gymnast,” she said. “I was one of those kids who enjoyed and did well at anything where you were upside down.” As she started doing harder tricks, she was drawn to the challenge. “There are moments when you’re up there doing a new trick and it seems like an impossible thing. But overcoming that is just the coolest feeling in the world.”

Shane Murphy, sports professor, has worked with groups climbing Everest. “To me, that just seems like the height of risk,” he said. “But to them it was the next step in an activity that they’ve prepared for years.” Murphy said the view of extreme athletes is different from our own. “We look at a risky situation and know that if we were in that situation we would be out of control. But from the athletes’ view, they have a lot of control, and there are many things that they do to minimize risk.”

Another aspect of risk perception (认知) may be something referred to as “the flow”, a state in which many athletes become absorbed in the acts that focus the mind completely on the present. “Something that makes you try doing a tougher climb than usual, perhaps, is that your adrenaline flows and you become very concentrated on what you’re doing,” Murphy says. “After it’s over, there’s great excitement.”

People of different skill levels experience the flow at different times. Some may always be driven to adventures that others consider extreme. “I can enjoy hitting a tennis ball around, because that’s my skill level,” Murphy says. “But others might need the challenge of Olympic competition.”

28. By using the term “natural ceiling” in Paragraph 2, Lester Keller points out that \_\_\_\_\_.

- A. extreme athletes must learn special skills
- B. extreme athletes have chances to take risks
- C. many people don’t want to do extreme sports
- D. many people can’t limit desire for extreme sports

29. What does Shane Murphy think about the mountain climbers he mentions?

- A. They put in lots of preparation for challenges.
- B. They are more fortunate than other sportspeople.
- C. They carry little risk when facing big challenges.
- D. They have special reasons that others can’t easily understand.

30. What main point is made in Paragraph 5?

- A. Extreme athletes use techniques other people don't use.
- B. Non-athletes are probably wise not to try extreme sports.
- C. Most people lack the focus required to take bigger risks.
- D. A certain state of mind makes attempting an activity more likely.

31. We can learn from the passage that \_\_\_\_\_.

- A. risk-taking is something you either naturally do or avoid
- B. those who take risks are more likely to be successful in life
- C. extreme athletes are driven by a need to be better than others
- D. taking part in extreme sports is not as difficult as people think

D

### Round and Round They Go

Space is becoming more crowded. Quite a few low-Earth-orbit (LEO) satellites have been launched into the sky, which are designed to move around the Earth only a few hundred kilometres above its surface. SpaceX and OneWeb plan to launch LEO satellites in their thousands, not hundreds, to double the total number of satellites in orbit (轨道) by 2027.

That promises to change things on Earth. LEO satellites can bring Internet connectivity to places where it is still unavailable. This will also be a source of new demand for the space economy. Morgan Stanley, a bank, projects that the space industry will grow from \$350 billion in 2016 to more than \$1.1 trillion by 2040. New Internet satellites will account for half this increase.

For that to happen, however, three worries must be overcome. Debris (碎片) is the most familiar concern. When enough satellites were packed into low-Earth orbits, any collision (碰撞) could cause a chain reaction which would eventually destroy all spaceships. One solution is to grab the satellites with problems and pull them down into the Earth's atmosphere. Another is to monitor space more closely for debris. But technology is only part of the answer. Rules are needed to deal with old satellites safely from low-Earth orbits.

Cyber (网络的)-security is a second, long-standing worry. Hackers (黑客) could take control of a satellite and steal intellectual property, redirect data flows or cause a collision. The satellite industry has been slow to respond to such concerns. But as more of the world's population comes to rely on the space for access to the Internet, the need for action will intensify. Measures will surely be taken to protect network security.

The third issue follows from the first two. If there is a simple mistake or a cyber-attack, it may cause a chain reaction which wipes out hundreds of billions of dollars of investment. Who is responsible for that? Now the plans of

firms wishing to operate large numbers of satellites are being studied. But there is a long way to go before the risks are well understood, let alone priced.

As space becomes more commercialized, mind-bending prospects open up: packages moved across the planet in minutes by rocket rather than by plane, equipment sent to other small planets, passengers launched into orbit and beyond. All that and more may come, one day. But such activities would raise the same questions as LEO satellites do. They must be answered before the space economy can truly develop.

32. What can we learn about LEO satellites from the passage?

- A. They are supposed to limit the space economy.
- B. They are expected to increase in large numbers.
- C. They are designed to move beyond the Earth as far as possible.
- D. They are mainly intended to bring Internet connectivity to remote areas.

33. To deal with debris in space, the author suggests \_\_\_\_\_.

- A. depending entirely on the modern technology
- B. monitoring the movement of spaceships carefully
- C. strengthening rules to remove old satellites safely
- D. destroying all the satellites with problems instantly

34. What does the underlined word “intensify” in Paragraph 4 probably mean?

- A. Measure.
- B. Increase.
- C. Spread.
- D. Repeat.

35. What is the author’s attitude toward the launch of LEO satellites?

- A. It should be further confirmed for its ownership.
- B. It should be continued because of its advantages.
- C. It should be done carefully to avoid potential risks.
- D. It should be stopped in face of the space economy.

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。

### Our Amazing Hands



The hand is where the mind meets the world. We use our hands to build fires, to fly airplanes, and to write. The human brain, with its open-ended creativity, may be the thing that makes the human race unique. But without hands, all the ideas we think up would come to nothing.

\_\_\_\_36\_\_\_\_ Study it carefully, you will find something interesting. The thumb (拇指) alone is controlled by nine separate muscles. The wrist is a group of bones and muscles connected with nerves (神经). The nerves send branches into each fingertip, which makes the fingers extremely flexible. \_\_\_\_37\_\_\_\_

Early hands seemed more unusual and interesting than any hand today. Some animals had seven fingers. Others had eight. But by the time vertebrates (脊椎动物) appeared 340 million years ago, the hand had developed to only five fingers. \_\_\_\_38\_\_\_\_

Nevertheless, there are still many different types of hands in living animals. After years of research, scientists are beginning to understand the molecular (分子的) changes in hands. \_\_\_\_39\_\_\_\_ This makes the hands of different animals very similar. There is a network of many genes (基因) that builds a hand, and all hands are built on that network.

The discovery has given scientists a deeper understanding of the development of hands. A bird's wing and a lion's paw (爪) may appear to have nothing in common. \_\_\_\_40\_\_\_\_ It may just be a little more of one protein (蛋白) here, a little less of another there. In the past, scientists could recognize only the outward signs that hands had developed from a common ancestor. Today scientists are uncovering the inward signs as well.

- A. Hands can often be used for a number of different purposes.
- B. They also see that all hands start out in much the same way.
- C. It has kept that number for reasons scientists don't yet know.
- D. No one would doubt that the five fingers are different with each other.
- E. But the difference between them may come down to a tiny change in form.
- F. The reason we can use our hands for so many things is their special structure.
- G. So you can see a skilled watchmaker use his hands to set springs in place under a microscope.

### 第三部分：书面表达（共两节，35分）

第一节（共4小题；第1-3题每小题3分，第4题6分，共15分）

阅读下面短文，根据短文内容在答题卡相应题号后的横线上写下相关信息，完成对该问题的回答。

#### Food as Communication

We usually understand when someone speaks or writes to us, and many gestures (手势) and facial expressions have meaning, too. But have you ever considered what and how we eat as a form of communication? In many cultures, people sit together and share food at mealtimes, which is a common tradition that can promote unity and trust. Food can also play an important role in a family or culture's celebrations. The foods we eat—and when and how we eat them—are often unique to a particular culture or may even differ between areas within one country.

In most cultures, bread represents delicious food. It is also one of the most commonly shared foods in the world. Sharing bread is a common symbol of companionship and togetherness. In fact, the word *companion* comes from the Latin roots *com-* (together) and *panis* (bread). Many cultures also celebrate birthdays and marriages with decorated cakes that are cut and shared among the guests. Early forms of cake were simply a kind of bread, so this tradition has its roots in the custom of sharing bread.

There are foods like bread in other cultures. In Greece, people share a special cake called *vasilopita*. A coin is baked into the cake, which stands for success in the New Year for the person who receives it. Most of the foods eaten during the Chinese New Year have significance. Sometimes this is based on their shape; for example, long noodles symbolize long life. The symbolism can also be based on the sound of the word in Chinese; for example, people give out oranges because the word for “orange” sounds like the word for “wealth”. In many cultures, round foods such as grapes, bread, and moon cakes are eaten at welcome celebrations to symbolize family unity.

Food is essential for life, so it is not surprising that it is such an important part of different cultures around the world. The food people eat during celebrations may have a long history and can symbolize many things, but sharing food is one custom that almost all humans have in common.

41. Why does the author regard eating food as a form of communication?
42. How do people celebrate birthdays and marriages in many cultures?
43. What does the author mainly talk about in Paragraph 3?
44. Many of the food traditions mentioned in the passage are very old. Why are they still important today?

## 第二节 (20分)

假设你是红星中学高三学生李华。近期你班同学普遍加强了英语听说训练,但是仍然存在一些困惑。请你给外教 Jim 写封邮件,邀请他下周为大家做一次专题讲座。邮件内容包括:

1. 介绍同学们的听说训练情况;
2. 希望提供更有有效的学习方法;
3. 询问对方的意向。

注意: 1. 词数不少于 80;

2. 邮件的开头和结尾已给出,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)



# 2020 北京朝阳高三（上）期中英语

## 参考答案

第一部分：知识运用（共两节，25分）

第一节 完形填空（共10小题；每小题1分，共10分）

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

第二节 语法填空（共10小题；每小题1.5分，共15分）

- |                                 |                |              |             |
|---------------------------------|----------------|--------------|-------------|
| 11. makes                       | 12. surrounded | 13. lucky    | 14. sending |
| 15. are harmed/are being harmed | 16. higher     | 17. to relax |             |
| 18. will follow                 | 19. how        | 20. safely   |             |

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）

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 21. A | 22. A | 23. D | 24. D | 25. D |
| 26. B | 27. C | 28. C | 29. A | 30. D |
| 31. A | 32. B | 33. C | 34. B | 35. C |

第二节（共5小题；每小题2分，共10分）

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 36. F | 37. G | 38. C | 39. B | 40. E |
|-------|-------|-------|-------|-------|

第三部分：书面表达（共两节，35分）

第一节（共4小题；第1-3题每小题3分，第4题6分，共15分）

41. When eating food, people sit together and share food with each other, which promotes unity and trust.
42. In many cultures, people cut and share decorated cakes for birthday and marriage celebrations.
43. People have different foods to symbolise goodwill in different cultures.
44. These food traditions have a long history. They usually represent good meanings. For example, round foods symbolize family unity; a cake with a coin stands for success. People believe that these customs will bring good luck, and they pass them down from one generation to another, forming their unique cultures. That is the reason why many of them are still important today.

（请根据学生答题情况酌情给分）

## 第二节（20分）

### 一、评分原则：

1. 本题总分为20分，按4个档次给分。
2. 评分时，先根据文章的内容和语言质量初步确定其档次，然后以该档次的要求来衡量，确定或调整档次，最后给分。
3. 评分时应考虑：内容是否完整，条理是否清楚，交际是否得体，语言是否准确。
4. 拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可接受。
5. 词数少于80，从总分中减去1分。

### 二、各档次的给分范围和要求：

第一档（18分—20分）	· 完全完成了试题规定的任务。 · 内容完整，条理清楚；语言得体，准确恰当； · 交际得体，表达时充分考虑到了交际的需求；体现出较强的语言运用能力。 · 完全达到了预期的写作目的。
第二档（15分—17分）	· 完全完成了试题规定的任务。 · 内容完整，条理较为清楚；语言较为准确恰当； · 交际较为得体，表达时考虑到了交际的需求；体现出较好的语言运用能力。 · 完全达到了预期的写作目的。
第三档（12分—14分）	· 基本完成了试题规定的任务。 · 内容基本完整；语言达意； · 有语用意识，能够考虑交际需求。 · 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。



第四档（6分—11分）	<p>未恰当完成试题规定的任务。</p> <p>·内容不完整；所用词汇有限，语法或用词方面的错误影响了对写作内容的理解。</p> <p>·缺乏语用意识，没有考虑交际需求。</p> <p>未能清楚地传达信息。</p>
第五档（1分—5分）	<p>未完成试题规定的任务。</p> <p>·写了少量相关信息；语法或用词方面错误较多，严重影响了对所写内容的理解。</p> <p>·完全没有语用意识，没有达到交际需求。</p>
0分	未传达任何信息；所写内容与要求无关。

三、One possible version:

Dear Jim,

How is everything going? As you know, we've strengthened English listening and speaking training since this term, and we still have some confusion. Knowing you are an expert in it, I'm writing to invite you to make a special lecture for us.

Now many of us have been studying with the help of online courses. We listen to the tape and do a simple follow-up every day, trying to imitate the pronunciation and intonation. Besides, we have increased the awareness of communication and speak English properly according to different occasions.

But some of us still find it hard to improve English within a limited time and wonder if there are better learning methods. As an experienced teacher, you must have many views. We really hope you can put forward some effective learning methods for us. Could you come and give us some guidance? Please let us know by this weekend if you could accept the invitation.

Looking forward to your reply.

Yours,

Li Hua

# 关于我们

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