

海淀区2021—2022学年高三英语第二学期综合练习

2022.05

本试卷共 10 页，100 分。考试时长 90 分钟。考生务必将答案答在答题卡上，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。

The Turnaround

Anxiously, I looked through the roster (花名册) posted on the wall. My body 1 as I saw all my friends' names but did not find mine. I could feel the tears building in my eyes. I felt 2 inside, like nothing mattered.

When I got back home, my father noticed my sullen walk and gloomy face, and asked me what was wrong.

"All my friends 3 the school team. Everyone! Except me..." I stammered.

"Well, what are you going to do about it? Are you just going to sit there?" he asked.

I didn't know what to say, just shaking my head. I thought hard for thirty minutes about what my dad said, and it started making 4. Nobody was going to give me a 5 on that team. I would have to earn it.

6, there was a gym near my school, so as soon as school was over, I biked to the gym and trained hard. I ran, dribbled, and shot until I 7 on the floor every single day. There were moments when I didn't think I could keep on going, but I 8 through it. After all, I thought, hard work beats talent when talent doesn't work hard.

After almost a year, I tried out for my seventh-grade team with great confidence. Regardless of the outcome, I knew that I had worked hard and learned something about mental 9. The next day, seeing my name printed in large bold letters, I realized I made it. The greater the effort, the 10 the reward, and I officially made a turnaround.

- | | | | |
|--------------------|-----------------|----------------|---------------|
| 1. A. froze | B. changed | C. shook | D. expanded |
| 2. A. calm | B. lonely | C. nervous | D. dead |
| 3. A. made | B. supported | C. accepted | D. celebrated |
| 4. A. history | B. trouble | C. sense | D. way |
| 5. A. task | B. spot | C. hand | D. reward |
| 6. A. Accidentally | B. Conveniently | C. Temporarily | D. Honestly |
| 7. A. rolled | B. moved | C. struggled | D. collapsed |
| 8. A. saw | B. walked | C. powered | D. looked |
| 9. A. toughness | B. flexibility | C. well-being | D. suffering |
| 10. A. purer | B. funnier | C. sweeter | D. quicker |

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

Some high school students have built purifiers to help fight against disease. They put the purifiers together with materials like fans, and had many trials to test their effectiveness in filtering out viral particles. The goal was to make classrooms safer and the students 11 (accomplish) their mission—the filters were tested 90% efficient. “I don’t like wearing masks—they get 12 (annoy) when they’re on long enough,” said one of the students. “So, yes, I like the purifiers, which make me feel 13 (protect), being around everyone but not having to worry about getting sick.”

B

Your financial IQ is the kind of intelligence 14 helps you comprehend how money works so you can manage it well. In other words, having financial intelligence 15 (enhance) your competence to handle money responsibly and wisely over the long term. It empowers you 16 (make) good financial decisions and to take advantage of money-making opportunities that present themselves. You can improve your financial IQ by educating yourself, getting help from 17 (financial) intelligent people around you and creating budgets.

C

Nowadays, many people have more than one job, or a slash career. For people encouraging slash careers, secondary jobs will become 18 (enjoy) if they can include interests the primary job doesn’t touch. On the other hand, a slash career can be dangerous for work-life balance. Working more than one job can fill up all of your time. One might give up necessary things 19 relaxation, exercise or time with one’s family. People with slash careers need to think carefully about 20 they use their time.

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

When teaching, always assume the worst! No, that’s not some world-weary call to pessimism, but actually a positive strategy for supporting students in the classroom. Consider the problems that can arise when you don’t do this, and instead take as your starting assumption that things are probably, basically okay:

Teacher: Did you get on all right with the homework questions?

Student: Er, yes...

Teacher: Are there any you want to go through?

Student: Er, no—it’s fine...

What’s going on here? The student clearly feels that “yes” is the expected answer to the first question, but having said that, they’re then more or less forced into answering “no” to the second. Any problems they might have experienced are buried, and consequently go unresolved.

A much better approach is to assume the worst, to the point of setting up failure as the starting point. Then, if necessary, the student can be in the happy position of bringing you good news, which gives the impression of placing them in a more powerful position. Let’s imagine that same exchange again:

Teacher: Those homework questions were hard. Did you manage any of them?

Student: Yes, I did the first one, but I couldn't do any of the others.

Teacher: Okay—do you want to go through the others?

Student: Yes, please.

This time, we've made it easy for the student to admit their difficulties. There's no pretense (借口) around everything being fine when it isn't, and no shame in the student admitting to having problems, as that's clearly the teacher's starting assumption.

It takes no longer to frame things this way round, but makes it so much easier for the student to be honest. Paradoxically, it's also much more positive in that the student is constantly exceeding the teacher's expectations—“You managed question one? Well done! Now, let's look at the others...”

Every counsellor knows that if they ask a client “Did you have a good week?”, they're more likely to get a positive response, because it's a leading question that doesn't communicate a strong interest in hearing the truth. Instead, a more neutral question like “How was your week?” is much more likely to elicit an honest response.

The same applies in the classroom. We want to avoid fakery and being told what we want to hear. Instead, we have to probe for the problems, the difficulties, the things that make no sense to the student, and make it easy for them to tell us those things.

21. Which question is preferred according to the author?

- A. Did you manage any of the hard questions in the homework?
- B. Did you get on all right with the homework questions?
- C. Do you have any questions you want to go through?
- D. Do you think the homework questions are hard?

22. According to the passage, good questions _____.

- A. promote communications
- B. should be based on honesty
- C. reveal different assumptions
- D. ought to make others happy

23. This article is mainly intended for _____.

- A. parents
- B. teachers
- C. students
- D. researchers

B

They say procrastination (拖延) is the thief of time, but actually deadlines are. New research has found that if you want someone to help you out with something, it is best not to set a deadline at all. But if you do set a deadline, make it short.

Professor Stephen Knowles tested the effect of deadline length on task completion for their research. Participants were invited to complete an online survey concerning a charity donation. They were given either one week, one month, or no deadline to respond. Professor Knowles says although the topic of the survey was about charity, the results are true of any situation where someone asks another person for help.

The study found responses to the survey were lowest for the one-month deadline and highest when no deadline was specified. No deadline and the one-week deadline led to many early responses, while a long deadline appeared to give people permission to procrastinate, and then forget. Professor Knowles wasn't surprised to find that specifying a shorter deadline increased the chances of receiving a response compared to a longer deadline. However, he did find it interesting that they received the most responses when no deadline was specified.

“We interpret this as evidence that specifying a longer deadline, as opposed to a short deadline or no deadline at all, removes the urgency to act,” he says. “People therefore put off undertaking the task, and since they are inattentive or forget, postponing it results in lower response rates.”

He says of the research that it is possible that not specifying a deadline might still have led participants to assume that there is an unspoken deadline. Professor Knowles hopes his research can help reduce the amount of procrastinating people do. “Many people procrastinate. They have the best intentions of helping someone out, but just do not get around to doing it.”

24. Why did Professor Knowles do the research?
- A. To find out whether people are interested in charity.
 - B. To study the role a deadline plays in procrastination.
 - C. To test the effect of procrastination on task completion.
 - D. To attract public attention to the effects of procrastination.
25. Why do people procrastinate when given a long deadline?
- A. They oppose the deadline.
 - B. They are unwilling to act.
 - C. They lack a sense of urgency.
 - D. They are too busy to remember.
26. Which of the following is the best title for the text?
- A. Procrastination—the Thief of Time
 - B. Procrastination—an Urgent Problem to Solve
 - C. Deadline—a Result of Procrastination
 - D. Deadline—the Key to Managing Procrastination

C

It was 2005 and scientists in Cape Town made a shocking discovery. Their tracking data showed a great white shark moving from South Africa to Australia and back again in a near straight line. It was the fastest transoceanic return migration ever recorded and it was carried out with near pinpoint accuracy. Today, it's well known that sharks make yearly returns such as this to specific locations, but how exactly they do it has escaped consensus.

A group of scientists from Florida State University has taken on the question and concluded that sharks have an internal, GPS-like navigation system that allows them to read the Earth's geomagnetic field. To conduct the research, the team first got 20 juvenile bonnethead sharks in St George Sound off the Florida Panhandle, and placed them in a small pool surrounded by copper wire. The wire allowed the researchers to create a custom magnetic field in the centre of the pool. Exposed to the magnetic field from the capture location, the sharks swam in random directions at leisure; but when exposed to the geomagnetic field that would be found 600 kilometres south of that spot, they swam north in a “homeward orientation”.

Researchers have suspected that sharks and sawfish detect magnetic fields since the 1970s, but the exact mechanism by which they do so, and the prevalence of this skill in nature has proven elusive, partly because it's so difficult to study. “We've known for some time that sharks have the ability to detect the magnetic field, but this is the first time it has been tested successfully,” says Bryan Keller, a scientist at the US National Oceanic and Atmospheric Administration. “We expect these abilities are also observed in other species, like the great white, which migrate 20,000 kilometres out and back to the same spot.” The results mean that some sharks can be added to the growing list of animals that navigate by magnetic sensation, which includes sea turtles, lobsters and birds.

With the shark navigation system now demonstrated, scientists want to understand the mechanism behind it. Two theories have emerged: some researchers believe that it depends on an iron mineral called magnetite; others believe it's based on a magnetic-field-sensing molecule in the retina (视网膜) of the eye called cryptochrome. Both theories, or a combination of the two, are plausible. Magnetite has been isolated from many animal tissues, while evidence from studies in birds suggests that they sense the inclination of the magnetic field using cryptochrome molecules in their retinas; the direction of the field is transmitted by the optic nerve to the brain, which allows them to "visualize" north and south. But scientists don't yet know the precise location of the cryptochrome receptors, or the brain centres that process the information on the magnetic field. There's more work to do to truly understand these masterful navigators.

27. Scientists in Cape Town discovered sharks could _____.
- A. migrate fast and accurately
 - B. navigate by magnetic system
 - C. detect magnetic fields precisely
 - D. swim in a straight line perfectly
28. In the Florida State University research, the sharks swam north because they _____.
- A. lost the navigation system
 - B. could not detect magnetic fields
 - C. sensed their home magnetic field
 - D. were exposed to a strange magnetic field
29. The underlined word "elusive" in paragraph 3 probably means _____.
- A. unique
 - B. unattainable
 - C. complex
 - D. superior
30. The last paragraph mainly talks about _____ of shark navigation system.
- A. the evolution
 - B. the application
 - C. the advantages
 - D. the mechanism

D

"Does my smile look big in this?" Future fitting-room mirrors in clothing stores could subtly adjust your reflection to make you look—and hence feel—happier, encouraging you to like what you see.

That's the idea behind the Emotion Evoking System developed by Shigeo Yoshida and colleagues at the University of Tokyo in Japan. The system can manipulate, or in other words, control your emotions and personal preferences by presenting you with an image of your own smiling or frowning face.

The principle that physiological changes can drive emotional ones—that laughter comes before happiness, rather than the other way around—is a well-established idea.

The researchers wanted to see if this idea could be used to build a computer system that manipulates how you feel. The system works by presenting the user with a web-camera image of his or her face—as if they were looking in a mirror. The image is then subtly altered with software, turning the corners of the mouth up or down and changing the area around the eyes, so that the person appears to smile or frown.

Without telling them the aim of the study, the team recruited 21 volunteers and asked them to sit in front of the screen while performing an unrelated task. When the task was complete, the participants rated how they felt. When the faces on screen appeared to smile, people reported that they felt happier. On the other hand, when the image was given a sad expression, they reported feeling less happy.

Yoshida and his colleagues tested whether manipulating the volunteers' emotional state would influence their preferences. Each person was given a scarf to wear and again presented with the altered webcam image. The volunteers that saw themselves smiling while wearing the scarf were more likely to report that they liked it, and those that saw themselves not smiling were less likely.

The system could be used to manipulate consumers' impressions of products, said the researchers. For example, mirrors in clothing-store fitting rooms could be replaced with screens showing altered reflections. They also suggest people may be more likely to find clothes attractive if they see themselves looking happy while trying them on.

"It's certainly an interesting area," says Chris Creed at the University of Birmingham, UK. But he notes that using such technology in a shop would be harder than in the lab, because people will use a wide range of expressions. "Attempting to make slight differences to these and ensuring that the reflected image looks believable would be much more challenging," he says.

Of course, there are also important moral questions surrounding such subtly manipulative technology. "You could argue that if it makes people happy, what harm is it doing?" says Creed. "But I can imagine that many people may feel manipulated, uncomfortable and cheated if they found out."

31. What's the main purpose of the Emotion Evoking System?
- A. To see whether laughter comes before happiness.
 - B. To see whether one's facial expressions can be altered.
 - C. To see whether one's feeling can be unconsciously affected.
 - D. To replace the mirrors in future clothing-store fitting rooms.
32. What can we learn about the web-camera image in the study?
- A. It gave the volunteers a false image.
 - B. It attempted to make the volunteers feel happier.
 - C. It recorded the volunteers' performance in the task.
 - D. It beautified the volunteers' appearance in the mirror.
33. What does Creed mention as a limitation of the technology?
- A. It only works in clothing stores.
 - B. It only makes subtle changes to people's expressions.
 - C. It only changes the areas around the mouth and the eyes.
 - D. It only deals with a limited number of facial expressions.
34. What does Creed's comment on the moral issues with this technology imply?
- A. Nothing is more important than happiness.
 - B. Technology is unable to manipulate people.
 - C. People should neglect the harm of the technology.
 - D. People should have the right to make decisions independently.

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。

My, what a big beak you have!

For humans, adapting to climate change will mostly be a matter of technology. More air conditioning, better-designed houses and bigger flood defenses may help to make the effects of a

warmer world less harmful. 35 In a paper published in *Trends & Evolution*, a team led by Sara Ryding, a PhD candidate at Deakin University, shows that is already happening. Climate change is already altering the bodies of many animal species, giving them bigger beaks (喙), legs and ears.

In some species of Australian parrot, for instance, beak size has increased by between 4% and 10% since 1871. Another study, this time in North American dark-eyed juncos, another bird, found the same pattern. 36

All that is perfectly consistent with evolutionary theory. “Allen’s rule”, named for Joel Asaph Allen, who suggested it in 1877, holds that warm-blooded animals in hot places tend to have larger body parts than those in temperate (温带的) regions. 37 Being richly filled with blood vessels, and not covered by feathers, beaks make an ideal place for birds to get rid of heat. Fennec foxes, meanwhile, which are native to the Sahara Desert, have strikingly large ears, especially compared with their Arctic cousins.

Ms. Ryding is not the first researcher to take that approach. But it is hard, when dealing with individual species, to prove that climate change was the cause of an anatomical (解剖学的) changes. All sorts of other factors, from changes in prey to the evolving reproductive preferences of males or females, might have been driving the changes. 38 The team combined data from different species in different places. Since they have little in common apart from living on a warming planet, climate change is the most reasonable explanation.

39 That may change as warming accelerates. Since any evolutionary adaptation comes with trade-offs (妥协), it is unclear how far the process might go. Bigger beaks might make feeding harder, for instance. Larger wings are heavier, and bigger legs cost more energy to grow.

- A. However, looking at the bigger picture makes the pattern clearer.
- B. For now, at least, the increase is small, never much more than 10%.
- C. Animals will have to rely on changing their bodies or their behaviors.
- D. It seems that the future world is going to be hotter than humans are used to.
- E. Therefore, the negative effects of a warmer world are visible in these animals’ bodies.
- F. Such adaptations boost an animal’s surface area relative to its body, helping it to release extra heat.
- G. Similar trends are seen in mammals, with species of mice and bats evolving bigger ears, legs and wings.

第三部分 书面表达 (共两节, 32 分)

第一节 (共 4 小题; 第 40、41 小题各 2 分, 第 42 小题 3 分, 第 43 小题 5 分, 共 12 分)

阅读下面短文, 根据题目要求用英文回答问题。请在答题纸指定区域作答。

The Power of Determination

Your quest for success and happiness begins with right intentions. It culminates(达到顶点) when you reach your chosen goals. What sustains your effort in between is your determination. What carries you towards your goals is your determination. It means the firmness of purpose or intention.

If there is one gift that you can give to yourself in your life to be what you want to be, it is the power of determination. Without it you are a mere passive spectator in the drama of your life. If there is one quality that makes a difference between a winner and a loser or a leader and a follower, it is the power of determination. Without it, you may dream wild dreams, but you will not

accomplish much in life. If you have determination, nothing can stop you and deter you from following your course of action to achieve your goals or realize your dreams.

Obstacles may arise and obstruct your progress. They may delay your success, disturb you temporarily, and may even mislead you, but they cannot withstand the power of determination. It is the power that you generate within yourself to remain committed to your path and conviction, and march towards your cherished goals. Before you take up any project or goal, you should know whether you have the determination to stick to your plans and reach your goals. Your determination has to arise from within and derive its reinforcement from your thinking and beliefs rather than circumstances. Only then will you be able to sustain your effort, even when the going gets tough. Determination is your inner strength. Like the hardwood inside a tree, it gives you the power to stand tall and face the winds of turmoil.

With determination, you can crush the mountains of fear and doubts in you. You can find your way through the most difficult situations. Determination does not mean you will be insensitive to the reality of the situation. A determined person is also an adaptable and flexible person. He is not interested in being tough for toughness sake, but to overcome obstacles and reach his goals. Hence, he remains open-minded about possibilities and opportunities, but firm in his commitment and convictions. Discipline and determination go together. If you have them, you become unstoppable.

40. According to the passage, what is determination?

41. What would happen if one does not have determination?

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

With determination, you can crush the mountains of fear and doubts in you, and you will not make changes.

43. How does being determined benefit you? (*In about 40 words*)

第二节 (20分)

假设你是红星中学高三学生李华。你的英国好友 Jim 知道你即将参加高考,发邮件向你表示祝福并给你提供了几条考前学习的建议,你感觉非常有效。请你给他回复一封邮件,内容包括:

1. 感谢他的祝福;
2. 你比较获益的一条建议及理由;

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

2021—2022学年高三英语第二学期综合练习

参考答案

2022.05

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

第二节（共10小题；每小题1.5分，共15分）

11. accomplished 12. annoying 13. protected 14. that 15. enhances
16. to make 17. financially 18. enjoyable 19. like 20. how

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

第二节（共5小题；每小题2分，共10分）

35. C 36. G 37. F 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40、41题各2分，第42题3分，第43题5分，共12分）

40. Determination means the firmness of purpose or intention.

41. Without determination one might be a mere passive spectator in the drama of their life. 或
Without determination, one may dream wild dreams, but they will not accomplish much in life.

42. **With determination, you can crush the mountains of fear and doubts in you, and you will not make changes.**

According to the passage, determination does not mean you will be insensitive to the reality of the situation. A determined person is also an adaptable and flexible person.

43. I can benefit a lot from being determined. It is determination that drives me to keep being hardworking, going to the best university after overcoming all the possible difficulties, and it is determination that makes my life meaningful, fruitful, and unforgettable.

第二节（20分）

Dear Jim,

Thank you very much for your letter and your very best wishes, which really encourage me a lot.

The tips you gave are all practical and helpful. I have benefited a lot from them. The one that works very well on me is “Using Mind Maps to Review”. By drawing mind maps, I am clearer about the knowledge systems and have a better understanding of each section that I review. I am now more confident about my preparation and exams.

Thank you very much again and best wishes to your graduation. May you have a fruitful college life.

Yours sincerely,

Li Hua

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北京高考资讯

A screenshot of the WeChat public account interface for '北京高考资讯'. On the left is a vertical menu with options: '一模试题', '二模试题' (highlighted with a red box and a red arrow), '高考真题', '期中期末', and '各省热门试题'. At the bottom is a navigation bar with icons and labels: '一模二模' (highlighted with a red box), '热门资讯', and '福利资料'. In the center, there is a QR code with the text '识别二维码查看下载北京各区二模试题&答案'. On the right, there is a promotional graphic with an orange background, a cartoon student character, and text: '这里有最新热门试题' and '考后最快更新分享'.