

海淀区高三年级第二学期期中练习

英语

2020.4

本试卷共 10 页，120 分。考试时长 100 分钟。考生务必将答案答在答题纸上，在试卷上作答 无效。考试结束后，将本试卷和答题纸一并交回。

第一部分：知识运用(共两节，45 分)

第一节 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

At 8, I started taking art lessons ] (improve) my painting skills. However, later, I found that I focused too much on mastering different techniques. Eventually, I became more distressed when my expectations weren't matched.

So, in the 11<sup>th</sup> Grade, I returned to the basics. On 2 sketchbook I forced myself to draw whatever interested me. Over time, I have been released from the tight control. I have learned that a good painting is not about having perfect technique. In fact, all I need to do is trust my 3 (create) talents and find moments of joy in life.

B

In recent years, trampolining (蹦床) has become a new craze among Chinese youths. Short videos 4 (show) people's excitement about jumping back and forth on the colourful trampolines are regularly uploaded to social media. Most videos feature teenagers, but adults too have jumped on the trend, hoping to relive their childhood.

Compared with soccer, basketball, tennis or any other competitive sports, 5 various injuries occur from time to time, trampolining is relatively 6 (safe). However, preparation and safety always come first. You must do warm-up exercises before playing and you can't lose concentration during the movements.

C

A news report shows that China's urban pet consumer market 7 (expect) to break through the 200 billion yuan threshold this year. Young people in big cities are the main contributors.

Nowadays, with the cost of living rising, young people 8 (suffer) from greater loneliness and pressure. They are busy working all day in a competitive environment, leaving little time for fun and friends. That may explain 9 more and more young people are choosing to keep pets

10 companionship. Apart from relieving loneliness, many scientific studies have shown that keeping a pet reduces stress and may even improve overall health.

第二节 完形填空(共 20 小题；每小题 1.5 分，共 30 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，并在答题纸上将该项涂黑。

I was 11 when I asked my mum for piano lessons. We were in an economic crisis and she'd recently been 11 off. She said a polite "no".

That didn't 12 me. I drew a keyboard onto a piece of paper and stuck it on my desk. I would 13 notes on an online keyboard and "play" them back on my paper one—keeping the sound they made on the computer in my head. I spent six months playing without 14 a real piano. As my mum found I was 15

about it, she bought me 10 lessons with borrowed money.

I still remember the first one. I was 16 by how organic the sound of the piano was, as I had become familiar with the 17 electronic sound. The teacher was trying to explain where middle C was, but I could 18 play all the major and minor scales.

I 19 my grade one after eight lessons and got distinction. By the time I started secondary school, we couldn't 20 lessons again, so I returned to my paper keyboard. I passed grade three, then grade five, practising only on my piece of paper.

For the grades above that, there's an 21 that you add a certain sensitivity into your playing. The music teacher at my school said I could practise on the school's grand piano. I would wake up at 5:30 am to get there in time and play until lessons started. I'd 22 lunch and then practise after school until the caretaker kicked me out. At home, I'd have dinner, do three hours of revision, and then 23 practice until 1:00 am.

My school didn't offer music A-level. I found the Purcell School for young musicians. The audition (试镜) was extremely 24, and I felt overwhelmed. To my amazement, I was offered a 25.

I had been told I had started playing too 26 to reach conservatoire (音乐学院) level, but when I left Purcell, I was awarded the senior piano prize. That was the point when I realized I wasn't behind everyone else. I am now at the Guildhall School in London, where I was offered a scholarship. I feel 27: it's been 10 years since I drew my paper piano and I'm at one of the world's 28 conservatoires.

The irony is that I continue to do a lot of my practice away from the piano~what we call mental practice. It 29 key areas of the mind that are less readily accessed by piano playing alone. The paper piano helped stimulate my 30 about how music works.

- |                    |                |                |                |
|--------------------|----------------|----------------|----------------|
| 11. A. laid        | B. pushed      | C. dropped     | D. knocked     |
| 12. A. annoy       | B. bother      | C. embarrass   | D. discourage  |
| 13. A. take        | B. sign        | C. click       | D. compose     |
| 14. A. seeing      | B. touching    | C. enjoying    | D. choosing    |
| 15. A. serious     | B. careful     | C. hesitant    | D. nervous     |
| 16. A. struck      | B. puzzled     | C. comforted   | D. inspired    |
| 17. A. natural     | B. artificial  | C. practical   | D. magical     |
| 18. A. only        | B. still       | C. hardly      | D. already     |
| 19. A. sat         | B. joined      | C. failed      | D. repeated    |
| 20. A. offer       | B. teach       | C. afford      | D. observe     |
| 21. A. attitude    | B. expectation | C. opinion     | D. opportunity |
| 22. A. avoid       | B. miss        | C. save        | D. skip        |
| 23. A. social      | B. mental      | C. mechanical  | D. physical    |
| 24. A. fascinating | B. motivating  | C. frightening | D. challenging |

- |                   |           |              |                |
|-------------------|-----------|--------------|----------------|
| 25. A. course     | B. reward | C. place     | D. certificate |
| 26. A. soon       | B. late   | C. hurriedly | D. suddenly    |
| 27. A. proud      | B. lucky  | C. ambitious | D. grateful    |
| 28. A. grand      | B. strict | C. leading   | D. expensive   |
| 29. A. builds     | B. covers | C. defines   | D. unlocks     |
| 30. A. prediction | B. memory | C. curiosity | D. imagination |

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，并在答题纸上将该项涂黑。

### A

#### What are some of your favourite memories of the University?

In preparation for each falfs 50th reunion, members of the milestone class are asked to recall campus memories for an annual Memory Book.

Here's a small selection of some memories from the Class of 1969.

#### Phyllis Jo Baunach

"...I cannot forget the endless hours studying, researching, and learning in the middle of the musty books in the stacks. We did everything by hand! But the joys of ideas coming to life and understanding thorny concepts are priceless.

Additionally, I cannot forget the joyful hours of Co-Kast rehearsals fbr student-written-and- directed plays, and the thrill of audiences<sup>5</sup> responses to our efforts. Nor will I ever forget taking voice lessons at the Eastman School of Music. This course gave me confidence to try new musical approaches and to think on my feet.,

#### Paul Boehm

"... many sweet and lasting memories — five feet of deep snow, getting stranded on the Thruway, music at Hylie Morris's Alley, and, of course, I met my wife of 48 years, Ellen Blazer Boehm from the Class of 1972, when she was a freshman and I was a senior. As a five-year chemical engineering major, I had one elective to spare, and Ellen said, 'How about oceanography?'<sup>9</sup> So, I enrolled in oceanography with Dr. Taro Takahashi (the famous climate scientist), which awakened my environmental juices, and changed my professional direction.;

#### Farel Vella McClure

"...I truly loved my four undergraduate years at the University of Rochester. In fact, I loved it so much that I stayed an extra year to get a master's degree! I was very fortunate to have been totally immersed in student life on campus. My memories include campaigning and winning a seat on the student government during my freshman year. Other irfemories include the Susan B. Anthony banquet, and sleeping in the comfy chairs in the library. I was also privileged to be selected as a student representative on the design team for the new Wilson Commons. I. M. Pei, the famous architect who designed the Louvre Pyramid, was the architect for Wilson Commons. We even visited his offices in New York to see the "master"<sup>9</sup> at work.;

31. According to the passage, Paul Boehm\_\_\_\_\_.

- married Ellen Blazer in 1972
- disliked his major in university
- became a famous climate scientist later
- discovered his interest in environmental science

32. What can we learn about Farel Vella McClure?

- She was a world-famous designer.

- B. She was active in school activities.  
C. She had a hard time getting her master's.  
D. She once met I. M. Pei at the Louvre Pyramid.

33. The three people all talked about\_\_\_\_\_.

- A. their beloved professors  
B. their great friendship  
C. their learning experiences  
D. their beautiful campus

## B

Early February, I was flying up to Ohio. Well prepared, I had everything in my favour — fuel for five hours, charts in order, my flight plan on my lap, and a beautiful clear sky.

I was wrong.

I had heard about Alberta Clippers coming out of Canada. I knew all about them—how an entire air mass was streaming along at over sixty miles an hour.

That morning, the Weather Briefer informed me that an Alberta Clipper was going over Chicago about the time I got to the airport. Chicago was some 400 miles from my destination—not a factor, or so I thought. That was the first hint I missed.

The controller called and asked if I wanted to adjust my flight plan. I did the check and everything was in the green. So I told him no. Twenty minutes later the controller called again asking whether I wanted to adjust my flight plan. I checked everything. All was fine. I ignored that hint. I was fooled by the smooth air and limited experience with a rapidly moving air mass that was not changing violently. The Alberta Clipper was clipping along.

The first blast of turbulence (气流) struck my plane. I got slammed into the roof, and then slammed sideways hitting the window with such force up my nose that I started bleeding.

After a 2-hour flight of 100 miles, I realized fuel was now an issue. So was landing. I called Flight Following. We figured out the airport I could land.

The engine stopped. So did my heart. There is no quiet as quietly stunning as this one at such an altitude. I had run out of fuel in the left tank, and only a little in my right tank. The engine quit for a second time. I declared an emergency. I was told that I might get another few minutes of fuel if I gently banked the airplane. Luckily, it worked. Then, the engine quit for the last time. I was a glider now. I made a long lazy spiral descent. Down I went. I stopped at the very end of the runway.

I made so many mistakes, missed so many clues, and showed my ignorance so much that I beat myself up over and over again in my mind. I learned textbook descriptions of Alberta Clippers and real-life experience with one are totally different. I will never forget the sound of that silence.

I flew home the next day. Older. Wiser. Humbler. Lucky.



34. We can know from the passage that Alberta Clippers\_\_\_\_\_.

- A. can bring snowstorms
- B. are quick-moving air masses
- C. are violently changing air pressure
- D. can lead to a sudden temperature drop

35. What mainly led to the author's missing all the hints?

- A. His lack of flying experience.
- B. His poor preparation for the journey.
- C. His misjudgement about the air mass.
- D. His overconfidence in his piloting skills.

36. Which is the right order of the events?

- a. I declared an emergency.
- b. My airplane was running out of fuel.
- c. I insisted on carrying on my flight plan.
- d. I was thrown to the roof by the violent air mass.
- e. I slightly banked my airplane and

made a landing.

- A. dcbea
- B. dceba

C. cdabe 、 D. cdbae

37. The passage describes\_\_\_\_\_.

- A. a rewarding training
- C. a painful exploration

B. a narrow escape

D. a serious accident

There is certainly evidence that actors experience a blending of their real self with their assumed characters. For instance, Benedict Cumberbatch said, "My mum says I'm much more impatient with her when I'm filming Sherlock.,^

Mark Seton, a researcher at the University of Sydney, has even coined the term "post-dramatic stress disorder,, to describe the lasting effects experienced by actors who lose themselves in a role. "Actors may often prolong habits of the characters they have embodied," he writes.

A recent finding doesn't involve acting, and it indicates that merely spending some time thinking about another person seemed to rub off on the volunteers<sup>5</sup> sense of self led by Meghan Meyer at Princeton University. Across several studies, these researchers asked volunteers to first rate their own personalities, memories or physical attributes, and then to perform the same task from the perspective of another person. For instance, they might score the emotionality of various personal memories, and then rate how a friend or relative would have experienced those same events.

After taking the perspective of another, the volunteers scored themselves once again: the consistent finding was that their self-knowledge was now changed—their self-scores had shifted to become more similar to those they'd given for someone else. For instance, if they had initially said the trait term "confident" was only moderately related to themselves and then rated the term as being strongly related to a friend's personality, when they came to rescore themselves, they now tended to see themselves as more confident. Remarkably, this morphing of the self with another was still apparent even if a 24-hour gap was left between taking someone else's perspective and re-rating oneself.

"By simply thinking about another person, we may adapt our self to take the shape of that person<sup>9</sup> said Meyer and her colleagues. That our sense of self should have this quality might be a little discouraging, especially for anyone who has struggled to establish a firm sense of identity. Yet there is an optimistic message here, too. The challenge of improving ourselves — or at least seeing ourselves in a more positive light—might be a little easier than we thought. By roleplaying or acting out the kind of person we would like to become, or merely by thinking about and spending time with people who embody the kind of attributes we would like to see in ourselves, we can find that our sense of self changes in desirable ways.

"As each of us chooses who to befriend, who to model, and who to ignore<sup>9</sup> write Meyer and her colleagues, "we must make these decisions aware of how they shape not only the fabric of our social networks, but even our sense of who we are."

38. The first two paragraphs mainly\_\_\_\_\_.
- A. state that acting requires skills
  - B. explain the stress that an actor faces
  - C. show that a role leaves a mark on the actor
  - D. stress the importance of devoting oneself to a role
39. What does the underlined phrase "rub off on" in Paragraph 3 probably mean?
- A. Influence.
  - B. Strengthen.
  - C. Confuse.
  - D. Determine.
40. According to the study, taking the perspective of another person\_\_\_\_\_.
- A. brings changes to one's self-knowledge
  - B. motivates one to better understand himself
  - C. helps people deal with their identity problems
  - D. produces temporary effects on one's character
41. What is the significance of the study?
- A. It offers instructions on making friends.
  - B. It proposes a means to improve ourselves.
  - C. It gives advice on adjusting one's emotions.
  - D. It presents a way to deal with stress disorder.

#### D

In college, I was taught an elegant theory of chemical combination based on excess electrons going into holes in the orbital shell of a neighbouring atom. But what about diatomic compounds like oxygen gas? Don't ask; students aren't ready to know. In physics, in biology, in any other science classes, students frequently get that answer too.

It's time to trust students to handle doubt and diversity in science. Actually, students are starting to act. They have shamed their seniors into including more diverse contributors as faculty members and role models. Young scholars rudely ask their superiors why they fail to address the extinction crises clarified by their research. The inherited authoritarian political structures of science education are becoming lame — but still remain largely unchanged from the old school days.

A narrow, rigid education does not prepare anyone for the complexities of scientific research, applications and policy. If we discourage students from inquiring into the real nature of scientific truths, or exploring how

society shapes the questions that researchers ask, how can we prepare them to maintain public trust in science in our "post-truth" world? Diversity and doubt produce creativity; we must make room for them, and stop guiding future scientists into narrow specialties that value technique over thought.

In science, even foundational building blocks can be questioned. The unifying patterns of the periodic table are now questioned under closer examination. Some scientists now wonder whether the concept of biological "species" contributes more confusion than insight, and whether it should therefore be abandoned. However, such a decision would affect conservation policy, in which identification of endangered species is crucial — so it is not just an issue for basic science.

Science students generally remain unaware that concepts such as elements and species are contested or are even contestable. In school, college and beyond, curricula highlight the technical and hide the reflective. Public arguments among scientists often presume that every problem has just one solution.

Nonetheless, uncertain advice on complex issues should be a warning that, from a future perspective, today's total scientific consensus on some policy issue might have been the result of stubbornness, a conflict of interest or worse. Just as a healthy democracy accommodates dissent and dissonance, the collective consciousness of science would do well to embrace doubt and diversity. This could start with teaching science as a great, flawed, ongoing human achievement, rather than as a collection of cut-and-dried eternal (永久的) truths.

I recall a legendary chemistry professor who was not skilful at getting classroom demonstrations to work — but discussing what went wrong helped his students to thrive. A mathematician friend let pupils discuss every statement in the textbook until all were satisfied. They did *very* well in exams, and taught themselves when he was absent. Treating people at all levels as committed thinkers, whose asking teaches us all, is the key to tackling the challenges to science in the post-trust age.

42. The problem of current science training is that \_\_\_\_\_.
- A. students cannot become specialists
  - B. it goes against established science education
  - C. students lose trust in their teachers and professors
  - D. it fails to provide students with what they need in future
43. The periodic table is mentioned to prove that \_\_\_\_\_.
- A. even the widely accepted can be challenged
  - B. students are generally ignorant of science
  - C. most previous researches are out of date \*
  - D. science has been developing with time
44. It can be learnt from the passage that \_\_\_\_\_.
- A. students may be more innovative if they are allowed to doubt
  - B. science students do not contest elements or species
  - C. students should not trust established science
  - D. diversity prevents progress in science
45. Which of the following statements best represents the writer's opinion?
- A. Our curricula highlight the technical and hide the reflective.
  - B. Science should be a collection of cut-and-dried eternal truths.
  - C. Teachers should treat people at all levels as committed thinkers.
  - D. The concept of biological species brings more confusion than insight.

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。

Is there a link between social media and depression? Do social media have a negative impact on your mental health? It's complicated.

In a recent study, the investigators compared social media use and depression between teens.

46 Specifically, for every hour per day that one teen spent on social media more than her peers, she likely had a 0.64-point higher depression score.

A different study published in 2018 identified five distinct types of social media users. The finding was that "problematic social media use" was one of the main themes for people whose mental health was affected by social media. You can have alcohol in your life without it being a problem, or your alcohol use may become problematic. 47

There's one important thing to remember about survey research~ just because two things happen together, it's not necessarily true that one causes the other. 48 For all we know, it could be that people who are already more depressed choose to spend more time on social media.

49 If you think that we shouldn't paint social media with one broad brush, you're on the right track. On the one hand, participants often described social media as a valuable way to cope with stress. On the other hand, cyberbullying via social media was also a common experience for participants. Some also said that constantly checking their own social media profile was stressful.

It's certainly possible that experiences like cyberbullying, comparing yourself to idealized images, and constantly monitoring your profile, are bad for your mood. It's also true for many that social media offer community support and positive messages. Given the inconclusive research, it's safe to say that at least we shouldn't write off social media altogether. 50 Anyway, you cannot use it as a crutch for coping with other stressors and mental health problems.

- A. It's the same with social media.
- B. Social media can be a double-edged sword.
- C. People get more opinionated about the potential problems of social media.
- D. They found that those who used social media more had higher depression scores.
- E. They reviewed all existing research and found that there were both benefits and drawbacks.
- F. The key to benefiting from social media may lie in using it in moderation and staying socially connected.
- G. For example, just because higher social media use co-occurs with higher levels of depression doesn't mean social media use causes depression.

第三部分：书面表达（共两节，35 分）

第一节（15 分）

假设你是红星中学高三学生李华。你的美国朋友 Jim 得知你对探月感兴趣，发来邮件和你讨论该话题。请你给他回复邮件，内容包括：

1. 月亮在中国文化中的寓意；
2. 你对人类探月活动的看法。



注意：1.词数不少于 50；

2.开头和结尾已给出，不计入总词数。

提示词：探月 moon exploration

Dear Jim,

Yours,

Li Hua

（请务必将作文写在答题卡指定区域内）

第二节 (20 分)

假设你是红星中学高三学生李华。请根据下面四幅图的先后顺序,写一篇英文周记,记述 你确定大学志愿的过程。

注意:词数不少于 60。



(请务必将作文写在答题卡指定区域内)

## 第一部分：知识运用

## 第一节

1. to improve      2. a      3. creative  
 4. showing      5. where      6. safer      7. is expected  
 8. are suffering      9. why      10. for

## 第二节

11. A 12. D 13. C 14. B 15. A 16. A 17. B 18. D 19. A 20. C  
 21. B 22. D 23. B 24. D 25. C 26. B 27. A 28. C 29. D 30. C

## 第二部分

31. D 32. B 33. C 34. B 35. C 36. D 37. B 38. C 39. A 40. A  
 41. B 42. D 43. A 44. A 45. C  
 46. D 47. A 48. G 49. B 50. F

## 第三部分

## 第一节：

## 一、评分原则：

1. 本题总分 15 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，然后以档次的要求来衡量，确定或降低档次，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以接受。
5. 词数少于 50，从总分中减去 1 分。

## 二、各档次的给分范围和要求：

分值	评分标准说明
第一档 (13 分—15 分)	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 内容完整，条理清楚；</li> <li>• 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。</li> </ul> <p>完全达到了预期的写作目的。</p>
第二档 (9 分—12 分)	<p>基本完成了试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 内容、条理和交际等方面基本符合要求；</li> <li>• 所用语法和词汇满足了任务的要求；</li> <li>• 语法和用词方面有一些错误，但不影响理解。</li> </ul> <p>基本达到了预期的写作目的。</p>

第三档 (4 分—8 分)	未恰当完成试题规定的任务。 • 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所写内容的理解。 未能清楚地传达信息。
第四档 (1 分—3 分)	未完成试题规定的任务。 • 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。
0	未能传达任何信息；写的内容与要求无关。

*One possible version:*

I am glad to share with you more details about my passion for moon exploration.

It started with what I had been told about the moon as a kid and grew stronger with time. As you can guess, there is rich cultural meaning behind the faithful companion of the earth. In Chinese culture, as opposed to the masculinity of the sun, the moon is often compared to a quiet and elegant lady. Also, it reminds people of their family and friends far away. People feel reassured knowing that they are watching the same moon as if the moon could serve as their messenger.

Human beings have never stopped exploring our closest neighbor. I believe it is of great significance. The development of relevant technology facilitates the progress of science in general, which benefits our everyday life. What's more, I think moon exploration shows an important human trait, that is, curiosity about the unknown, which is the driving force that has brought our species this far.

I hope you find what I've mentioned above interesting and reasonable. By the way, what do you think of when you gaze at the moon? Write back and tell me about it!

第二节：

第二节（20 分）

一、评分原则：

1. 本题总分为 20 分，按 5 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：内容要点的完整性、上下文的连贯、词汇和句式的多样性及语言的准确性。
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 60，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)	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 覆盖了所有内容要点；</li> <li>• 运用了多样的句式和丰富的词汇；</li> <li>• 语法或用词方面有个别错误，但为尽可能表达丰富的内容所致；体现了较强的语言运用能力；</li> <li>• 有效地使用了语句间的连接成分，所写内容连贯、结构紧凑。</li> </ul> <p>完全达到了预期的写作目的。</p>
第二档 (15分—17分)	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 覆盖了所有内容要点；</li> <li>• 运用的句式和词汇能满足任务要求；</li> <li>• 语法和用词基本准确，少许错误主要为尽可能表达丰富的内容所致；</li> <li>• 使用了简单的语句间连接成分，所写内容连贯。</li> </ul> <p>达到了预期的写作目的。</p>
第三档 (12分—14分)	<p>基本完成了试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 覆盖了内容要点；</li> <li>• 运用的句式和词汇基本满足任务要求；</li> <li>• 语法和用词方面有一些错误，但不影响理解。</li> </ul> <p>基本达到了预期的写作目的。</p>
第四档 (6分—11分)	<p>未恰当完成试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 漏掉或未描述清楚内容要点；</li> <li>• 所用句式和词汇有限；</li> <li>• 语法或用词方面的错误影响了对所写内容的理解。</li> </ul> <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> <ul style="list-style-type: none"> <li>• 明显遗漏主要内容；</li> <li>• 句式单调、词汇贫乏；</li> <li>• 语法或用词方面错误较多，严重影响了对所写内容的理解。</li> </ul>
0分	<p>未能传达任何信息；所写内容与要求无关。</p>

One possible version:

The past week was by no means ordinary, for I had finally decided on my major.

This Monday, the topic was brought up again by my parents during dinner. I had asked myself the same question many times, but still couldn't make up my mind. Seeing my hesitant look, mom patted me on my shoulder, her smile encouraging me to do more research.

Later that evening, I turned to the Internet for help. Faced with so many choices, I seemed to be lost. Law could be a good choice. Business and computer science were also attracting top students. I noted down one after another major, but crossed them all off, for what I wanted was a profession that could make a difference in people's lives.

The inspiration came unexpectedly with the CCTV News yesterday. The moment "Role Models of Our Time" appeared on the screen, I was awed. The news story focused on superheroes without a cape — police officers, healthcare workers, delivery men, city cleaners—who guarded us and ensured our life ran normally. Suddenly, I realized my life's purpose—relieving pain and saving lives. And to pursue this call, I decided to specialize in medical science.

I jumped excitedly at this idea. Mom and dad were also happy that I had found the compass for my future life, and said they would be so proud to see me in white. Now, determined to become a healthcare worker, whenever I start my schoolwork, I know I am studying for a noble cause.

(252 words)

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