

# 2023 北京丰台高二（上）期中

## 英 语 （A 卷）

考试时间：90 分钟

### 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，并在答题纸上将该项涂黑。

My friendship with the students in a primary school in Uganda started on a shaky ground. The 1 of not being understood was hidden within, for they spoke a language different from that of mine and mine too fell on deaf ears.

I greeted them with a wide smile, and when I spoke further, they replied with ice cold 2. A reminder echoed in my mind: you must live through it to get to them. So I gave it another try. I spoke 3 English with hand gestures and a bit of dancing. If all failed, the smile would 4. Soon we picked up and then the 5 of the learners came into play. At the mention of a name, trembles and face covering were the response I got. I decided to 6 a desk with a team each day during group work to get closer. After school, I accompanied them home.

7, we became friends. They were even aware of my favorite fruit, avocado (牛油果). If I didn't get one on my desk, it would 8 me wherever I was. My slippers were worn out. One night I left them out as no one could steal a pair of slippers in that state. The next morning, I was ready to drag my slippers on as usual and I was surprised they had been 9. Wow!

The little things we do for each other bring us great joy and warmth. We don't have a proper spoken language, but we are fluent in the language of 10.

- |                 |              |                 |                   |
|-----------------|--------------|-----------------|-------------------|
| 1. A. anger     | B. fear      | C. confusion    | D. disappointment |
| 2. A. agreement | B. blame     | C. comment      | D. silence        |
| 3. A. simple    | B. official  | C. academic     | D. unusual        |
| 4. A. turn up   | B. break off | C. take over    | D. fade away      |
| 5. A. shyness   | B. laziness  | C. loneliness   | D. calmness       |
| 6. A. clear     | B. share     | C. search       | D. exchange       |
| 7. A. Suddenly  | B. Obviously | C. Accidentally | D. Gradually      |
| 8. A. hit       | B. find      | C. catch        | D. hunt           |
| 9. A. packed    | B. cleaned   | C. repaired     | D. abandoned      |

10. A. sympathy      B. admiration      C. friendship      D. confidence

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**

The British must have really high standards. I was part of a student exchange programme between a university in England and my university in China. I had spent days 11 (prepare) for my first English paper. I knew I did a good job and was looking forward 12 getting a positive comment. When I got the paper back, I found that my teacher 13 (write) the comment “Not bad!” Not bad? But there weren't any 14 (mistake) in my paper.

**B**

The college entrance examination is just around the corner. Homework and tests will keep many of you up late at night, and you may plan to make up for your lost sleep during the weekends. 15 is it useful? A study published in the journal Current Biology completely has changed 16 people used to think. It shows that the habit of sleeping in on weekends doesn't fix the damage done by a lack of sleep during the week. Even 17 (bad), it may damage your health.

**C**

The International Day of Families, which 18 (name) by the United Nations in 1993, is held on May 15<sup>th</sup> every year. The day celebrates the 19 (important) of families. It aims 20 (develop) people's understanding of issues that are related to families. With a different theme each year, the day is observed with a wide range of events that are organized at local, national and international levels.

**第二部分 阅读理解 (共两节, 共 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**

Our teen poetry workshops at Poets House are opportunities for writers in high school to create and explore poetry in one of the largest poetry libraries in the country. Young poets are given a chance to dig into the art and craft of poetry in a fun, creative and inspiring environment.

**Online Video Workshops**

Join Dave Johnson Workshop to write daily new poems in only 10 minutes. Click the banner for two series of video poetry workshops where poet, playwright and educator Dave Johnson chooses a poet each day, and takes us through a close reading of their work. He gives us an instruction based on their work, then



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a short biography and reads an additional poem. These workshops are fun and surprising, for teens through adults, free.

### **The Thompson Foundation Initiative**

The highlight of our teen poetry workshop program is the Thompson Foundation Initiative, through which noted poets visit high school classrooms followed by free follow-up class visits to Poets House. Recent teachers have included Dave Johnson, Jive Poetic, and Maphogany Browne. This initiative is meant to increase access to poetic education for underserved schools and students by combining hands-on instruction from established poets with on-site visits to our extensive library. Students engage with poetry through reading, writing, and art projects that integrate the visual and linguistic.

If you are a teacher interested in this program, please reach out to Reggie Harris to arrange sessions for your class. Free class trips for all age levels are also available outside of this program.

### **Intensive Workshops for Teens**

Advanced, individualized study is available periodically for students who want to continue writing poetry, through either our day-long or week-long intensive workshops.

- One-day workshops: Participation is free. All interested teens are encouraged to sign up.
- Week-long workshops: Participants are determined through an application process and an external judge; all interested high school students are encouraged to apply. Financial aid is available.

21. Teens can get to know one poet on a daily basis in \_\_\_\_\_.

- A. Dave Johnson Workshop                      B. the Thompson Foundation Initiative  
C. Jive Poetic Workshop                      D. Intensive Workshops for Teens

22. In the Thompson Foundation Initiative, students can \_\_\_\_\_.

- A. visit Poets House with Mahogany Browne  
B. contact Reggie Harris to attend class trips  
C. work one-on-one with established poets  
D. learn and enjoy poetry in diverse ways

23. What do the workshops in the passage have in common?

- A. They are free of charge.  
B. They are for all age groups.  
C. They offer chances to write poems.  
D. They have famous poets as teachers.

### **B**

Liu Jichen, founder and CEO of Clear Plate, designed a mini-program that recognizes empty plates

and rewards users with points. These points can be exchanged for gifts like books and cellphones, or better yet, they can be used to purchase charity meals donated to poor children in rural areas of China.

In 2016, Liu, a then student of Tsinghua University, noticed a popular campaign called “Leftover Party”, where people brought their leftovers to eat together, intending to raise awareness of food waste. Liu and his classmates organized one such event, which was attended by hundreds of people. The success encouraged him to spread the concept of reducing food waste to a wider audience.

The idea of a mini-program struck him at a dinner in 2017 when Liu dined at a restaurant, which rewarded diners who finished off their food. Liu found that the restaurant would give these diners a card every time and offer them small gifts when they collected a certain number of cards. “Everyone who values food can enjoy a sense of gain at a lower cost,” Liu said, noting that such an idea could be realized online.

He formed a team to work on the project. Yet it was quite a challenge for the AI system to identify the uploaded photos. Liu and his team, assisted by more than 1,000 others, spent half a year collecting over 100,000 samples across the country to train the digital brain.

“There were so many uncertainties in research and development. For our team members, the biggest challenge was whether we were confident enough to complete it,” Liu said. They not only achieved their goal, but now, the mini-program has more than five million registered users. “We hope to inspire everyone to take action against food waste and to contribute Chinese wisdom and solutions to global food security challenges,” he added.

24. What inspired Liu Jichen to create the mini-program?

- A. A restaurant’s practice.
- B. His interest in high tech.
- C. A campaign concept.
- D. His classmates’ advice.

25. What is the main aim of the mini-program?

- A. To increase the awareness of charity.
- B. To encourage people to save food.
- C. To collect photos of empty plates.
- D. To promote books and other gifts.

26. Which of the following words can best describe Liu Jichen?

- A. Generous and optimistic.
- B. Loving and easy-going.
- C. Determined and responsible.
- D. Grateful and considerate.

### C

My university has now topped the U.S. News & World Report rankings for 11 years running. Given Princeton’s success, you might think I would be a fan of the list. Not so. Don’t get me wrong. I am proud of Princeton’s teaching, research and commitment to service. I like seeing our quality recognized. Rankings, however, are a misleading way to assess universities. Different schools have



D. To emphasize the need of overall evaluation of universities.

29. What can we learn from this passage?

- A. It is not likely to have a Consumer Reports for universities.
- B. The most suitable university for applicants may not rank the top.
- C. The average graduation rate is crucial to lower-income applicants.
- D. The top universities can see the imperfection in the rankings better.

30. What is the main idea of the passage?

- A. There is no such thing as a good or bad student.
- B. Education equality is an ideal hard to be realized.
- C. An alternative approach is needed to assess universities.
- D. Discrimination against poor students brings loss of talents.

**D**

If there's one cliché (陈词滥调) that really annoys Danah Boyd, a specialist researcher who has made a career from studying the way teenagers use the web, it's that of the digital native. "Today the world has computer-mediated communications. Thus, in order to learn about their social world around them, teenagers are learning about those things too. And they're using that to work out the stuff that kids have always worked out: peer (同龄人) sociality, status, etc.," she says.

It's no surprise Boyd takes exception, really: as one of the first digital anthropologists to dig into the way teenagers use social networking sites, she gained insights into the social web by taking a closer look at what was going on.

Lately, her work has been about explaining new ways of interpreting the behavior we see online. She outlined some examples at a recent conference in San Francisco, including the case of a young man from one of the poorest districts of Los Angeles who was applying for a top American college. The applicant said he wanted to escape the influence of violence, but the admissions officer was shocked when he discovered that the boy's MySpace page was covered with precisely the violent language he claimed to hate. "Why was he lying about his motivations?" asked the university. "He wasn't," said Boyd. "In his world, showing the right images online was a key part of surviving daily life."

Understanding what's happening online is especially important, for today's teenagers have a vastly different approach to privacy from their parents. She says, "Adults think of the home as a very private space. That's often not the case for teenagers because they have little or no control over who has access to it, or under what conditions. As a result, the online world can feel more private because it feels like there's more control."

The concept of control is central to Boyd's work, and it applies to pointing out the true facts about teenage behavior. Boyd suggests control remains in the same places as it always did. "Technologists

all go for the idea of ‘techno-utopia (乌托邦)’, the web as great democratizer (民主化),” she says. “But we’re not actually democratizing the whole system; we’re just shifting the way in which we discriminate.”

It’s a call to arms that most academic researchers would tend to sidestep, but then Boyd admits to treading a fine line between academics and activists. “The questions I continue to want to ask are the things that are challenging to me: having to sit down and be forced to think about uncomfortable social stuff, and it’s really hard to get my head around it, which means it’s exactly what I should dive in and deal with,” she says.

31. What does Danah Boyd think of “computer-mediated communications”?

- A. They teach teenagers about social interaction.
- B. They replace other sorts of social interaction for teenagers.
- C. They are necessary for teenagers to have social interaction.
- D. They are barriers to wider social interaction among teenagers.

32. Why does Danah Boyd cite the example of the Los Angeles college applicant?

- A. To show how easy it is to investigate somebody’s online activity.
- B. To illustrate how easy it is to misinterpret an individual online activity.
- C. To prove how important it is to check the content of someone’s online activity.
- D. To express how necessary it is to judge one’s sincerity from his online activity.

33. Danah Boyd argues in Paragraph 4 that \_\_\_\_\_.

- A. teenagers are less concerned about privacy than their parents
- B. parents tend not to respect teenagers’ need for online privacy
- C. parents value the idea of privacy less in a domestic environment
- D. teenagers feel more private in the online world than in the home

34. It can be inferred from the last paragraph that Danah Boyd \_\_\_\_\_.

- A. is willing to take on research challenges others would avoid
- B. regards herself as being more of an activist than a researcher
- C. is aware that she is lacking in ability to deal with the challenges
- D. feels like abandoning the research into uncomfortable social stuff

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。

Once considered an optional lifestyle choice, recycling has become a commonplace activity in most areas. One type of recycling, called downcycling, involves re-purposing a material into a new product of lesser quality. 35

Downcycling is also known as downstream recycling. It is most common in terms of industrial

materials. These products lose their value as they are recycled, which limits their capacity for new use. 36 White writing paper, for example, is often downcycled into cardboard; once downcycled to this new form, it can no longer be used as white paper again. Another example of downcycling includes the use of plastic components.

Giving products a new life is considered a good way to reuse materials and avoid waste. Once downcycled to their full capacity, however, these materials are eventually so degraded that they cannot be reused further. Since downcycled products are considered of lower quality than their original form, they cannot be used in remaking their original product.

37 Plastic, glass, and aluminium products coded with the number one may be remade into something of equal or greater value. This type of recycling is known as upcycling, and represents the forward compatibility of recycled components. Materials available for downcycling, such as water, juice, and milk bottles, are coded with the number two. 38

Items available for downcycling often require additional chemicals, energy, and other treatments in order to transform them into something usable. Durable plastic products in particular require much additional treatment. Trash bins, tables, and chairs are also considered materials with a high energy cost to recycle.

When a product reaches a code seven, it is considered no longer recyclable. 39 Since these products can no longer be made into new ones, they will either have to be reused or discarded, typically in a landfill.

- A. It can include varying grades of plastic, paper products, and other materials.
- B. Their recycled form is typically both weaker and cheaper than their original one.
- C. They may not be used to contain food-grade items again upon being downcycled.
- D. Products are provided with codes to determine their grades and whether or not they may be recycled.
- E. This usually occurs when a substance is blended with other substances, such as different types of plastic with various recycling codes.

### 第三部分 书面表达 (共两节, 共 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, 根据题目要求用英语回答问题。请在答题卡指定区域作答。

In 1983, Howard Gardner, a professor at Harvard, published *Frames of Mind: The Theory of Multiple Intelligences*. In the book, he presented one type of intelligence that everyone must develop if they want to be successful. That is emotional intelligence.

Emotional intelligence refers to the ability to identify and regulate your own emotions. It means having a deep understanding of yourself, knowing your own strengths and weaknesses, and handling reactions and emotions wisely. Emotional intelligence is critical for success in almost any field and it



is especially important for high-stress environments, for example, when times are tough and when a person wants to quit or is fearful.

40. According to the passage, what is “emotional intelligence”?

41. How do highly emotional people deal with their emotions?

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

***It's important to keep your emotions under control, so when you get hurt, you should neither get angry nor do stupid things for revenge.***

43. In your daily life, what can you do to better manage your emotions?

第二节 书面表达 (20 分)

假设你是红星中学高二学生李华。你在学校英语演讲比赛中荣获一等奖，请用英文写一封邮件感谢外教 Jim 对你的帮助，内容包括：

1. 表示感谢；
2. 回顾 Jim 对你的帮助；
3. 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 Jim,

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Yours,

Li Hua

(请务必将作文写在答题纸指定区域内)

## 参考答案

### 第一部分：知识运用（共两节，30分）

#### 第一节 完形填空（共10小题；每小题1.5分，共15分）

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

#### 第二节 语法填空（共10小题；每小题1.5分，共15分）

11. preparing    12. to            13. had written    14. mistakes  
15. But/ Yet    16. what        17. worse        18. was named    19. importance    20. to develop

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

#### 第二节（共5小题；每小题2分，共10分）

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

### 第三部分：书面表达（共两节，32分）

#### 第一节：（共4小题；第40、41题每小题2分，第42题3分，第43题5分，共12分）

40. Emotional intelligence refers to the ability to identify and regulate your own emotions.  
41. Rather than react wisely, highly emotional people tend to let their emotions run their lives, often saying or doing something they may later regret.  
42. *It's important to keep your emotions under control, so when you get hurt, you should neither get angry nor do stupid things for revenge.*  
According to the passage, it's okay for you to feel angry, just not out-of-control angry.  
43. I manage my emotions in two ways. Firstly, I like writing down my bad feelings, which enables me to let go of them so that I can focus more on what makes me cheerful. Secondly, when conflict occurs, it helps to talk openly about my feelings and thoughts.  
43. I improve my emotional control from two aspects. When in conflict with others, I address it with a shoe-shifting view, which helps me better understand them and avoid highly emotional response. As for my negative feelings, I prefer to let them out in a healthy way, such as running or singing, which benefits me emotionally.

#### 第二节（20分）

Possible version

Dear Jim,

How is everything going? I am writing to express my heartfelt thanks to you because I've won the first prize in the English Speech Contest of our school. Your kind help has meant more than anything.

I remember vividly how you guided and encouraged me. During the preparation of the contest, you helped polish my draft many times and better my pronunciation with great patience. The public speaking skills you shared turned out really effective. More importantly, whenever I felt hesitant and unsure about myself, you were always there to back me up and boost my confidence. Without you, I couldn't have made such an achievement.

Thank you for everything you have done for me and wish you all the best.

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