

2021 北京朝阳高三（上）期中

英 语

2021.11

（考试时间 90 分钟 满分 100 分）

本试卷共 10 页。考生务必在答题卡指定区域作答，在试卷上作答无效。

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。

Marty Verel, a 59-year-old man who had had a kidney（肾脏）transplant in Ohio, should have been near the top of the list to receive a COVID-19 vaccine（疫苗）. Yet like millions of others, he wasn't having any _1_ scheduling. Marty and his wife, Nancy Verel, would sit with computers on their laps trying for hours to book on different sites, all of which were slow and complicated. "I felt _2_," Nancy says.

Then Nancy heard about Marla Zwinggi, who was spending up to ten hours a day online trying to book appointments for vulnerable（弱勢的）individuals. So Nancy _3_ Zwinggi on Facebook: Can you help? Twenty-five minutes later, Zwinggi responded by asking for Marty's personal information. Nine minutes after that, Zwinggi _4_ back-Marty had an appointment to get the vaccine.

Zwinggi's vaccine _5_ started on February 1, when she learned that her seriously sick parents were unable to get appointments themselves. Clicking around on vaccine registration sites, Zwinggi discovered just how _6_ it was to book an appointment. She applied _7_ that web insiders are familiar with. "I'm determined. I drink a lot of coffee, and I'm a fast typer," she says. Soon enough, Zwinggi had _8_ appointments for both of her parents.

Zwinggi decided that helping others would be her way of _9_. "I feel like I need to will us out of this pandemic," she says. On February 10, she logged on to Facebook to let people know that she was assisting with bookings. By March 2, she'd booked appointments for 400 people, an impressive achievement that made Nancy _10_, "Zwinggi is some sort of COVID angel（天使）."

- | | | | |
|------------------|--------------|--------------|---------------|
| 1. A. advice | B. fun | C. money | D. luck |
| 2. A. safe | B. hopeless | C. ashamed | D. positive |
| 3. A. messaged | B. greeted | C. accepted | D. recognized |
| 4. A. paid | B. looked | C. reported | D. travelled |
| 5. A. developing | B. hunting | C. testing | D. giving |
| 6. A. difficult | B. necessary | C. expensive | D. normal |
| 7. A. standards | B. materials | C. resources | D. strategies |
| 8. A. offered | B. checked | C. secured | D. cancelled |

9. A. giving in B. giving back C. giving up D. giving away
10. A. guess B. vote C. share D. conclude

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。请在答题卡指定区域作答。

A

A London Marathon runner saw a competitor who needed help. The competitor had fallen to the ground, so he 11 (pick) him up. When he fell down again, he decided to support him to the finish line 200 metres away. Matthew, the runner who 12 (selfless) helped his competitor, became famous on the Internet. The two runners became friends and 13 (meet) at next year's London Marathon, hopefully.

B

Depop is a shopping app which young people use to buy and sell 14 (use) clothes. More than 30 million people from 150 countries use the app, and some experts believe that Depop will have a big impact on global clothes companies. One of the people 15 sells clothes on Depop is 20-year-old Moira Campos. She has about 40,000 followers and 16 (sell) clothes online is her job. Moira and her brother buy old clothes, take photos of them, and then sell them. Young people like sustainable shopping 17 it is better for the planet.

C

The Chinese company, Neolix, invented driverless cars that have been put in use during the COVID-19 18 (deliver) medical supplies to hospitals. Recently, Neolix has partnered with KFC to introduce driverless food trucks. Customers scan a code with their phones, and they choose 19 they want in an app. When they pay, the truck's door opens and they take the food out. 20 the outbreak of COVID-19, people did not like cars without a driver. Now, the situation has changed and people see the benefits of them.

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

Let's be honest: it can be hard to get motivated to do your schoolwork even in the best of times. So finding the motivation, while you're learning from home, is extra challenging. Here are a few tips that could maximize your motivation.

1. Guard Your Time

You do not need large amounts of time to be productive. Instead, be focused in short blocks when you can work without interruption. Protect these open times by setting up your workspace to minimize distractions-including silencing notifications (通知) on your cellphone or laptop.

2. Determine How Much Work Is Needed

Write down the work you need to achieve, because there is a limit to how much information you can recall and process at one time. Examine the remaining projects, and estimate the amount and type of effort each requires.

3. Break Large Projects into Smaller Ones

Breaking big projects into smaller and more manageable tasks allows you to achieve maximum efficiency and effectiveness. Your assigned tasks should follow a logical order. Also, making a list and crossing things off that list is really satisfying.

4. Set Goals

Set goals related to effort. For example, plan to spend 60 minutes at a specific time of the day studying a pre-determined concept. Also, set goals related to the completion of specific tasks or projects. For instance, give yourself a deadline to read and take notes on a specific article for a certain paper you must write.

5. Identify the Rewards

It pays to clarify the rewards this term—whether those rewards are internal, such as the feeling of accomplishment that comes from understanding a difficult concept well, or external, such as getting a good grade.

Work to build good habits and strategies now. It will pay off in the future.

21. What skills do the first two tips relate to?

- A. Writing skills.
- B. Social skills.
- C. Teamwork skills.
- D. Time management skills.

22. According to the passage, which can help you most when you are faced with a big task?

- A. Tip 2.
- B. Tip 3.
- C. Tip 4.
- D. Tip 5.

23. What is the main purpose of the passage?

- A. To show students how to stay focused on schoolwork.
- B. To analyze students' difficulties of learning from home.
- C. To offer students advice on how to improve productivity.
- D. To summarize some tips for parents to share with their children.

B

Depression Discussions

Alison Malmon was a freshman at the University of Pennsylvania when she got a call from her mother that would change her life: Her fun, outgoing older brother, Brian, had killed himself.

When Malmon returned to school after Brian's funeral (葬礼) that spring of 2000, she was still extremely sad. But when she looked for help on campus, there was no place to turn. "Back then, students weren't encouraged to talk about their mental health. I started reflecting on the fact that there was an enormous need to get that conversation going," says Malmon.

She was only 19 and had no experience with mental health issues, but that didn't stop her from launching Open Minds at Penn. Now, 20 years later and with a new name Active Minds, it is the largest young adult mental health advocacy organization in America, with more than 550 chapters at high schools and colleges. "What I'm most inspired by is that my generation and the generations coming behind me are taking on mental health as a social justice issue," says Malmon. "Our tools are changing not only their campuses, but also their families."

The mental health statistics on college campuses are alarming. The American College Health Association's 2019 National College Health Assessment found that 45% of students reported feeling so depressed in the previous 12 months that it was difficult to function; 66% felt great anxiety; and 13% seriously considered taking their own life. So Active Minds' peer-to-peer education techniques are more important than ever.

"I wanted to educate students about the issues, about the signs and symptoms (症状), and about where-on campus and off campus and online-they can get help for free. Active Minds chapters empower young adults to speak openly about mental health so that everybody who needs help gets it as early as possible. We can't make it uncomfortable for students to come forward with their stories," she says. "Because that's how we're going to have more students graduate and go on to become productive members of society, and not feel so ashamed like my brother did."

24. In the spring of 2000, Alison Malmon's older brother Brian

- A. attended a funeral
- B. took his own life
- C. returned to school
- D. sought help from Open Minds

25. Why did Alison Malmon set up Active Minds?

- A. To make big profits.
- B. To help depressed young adults.
- C. To get a good reputation.
- D. To help graduates build skills for jobs.

26. What can we learn from Alison Malmon's story?

- A. Great minds think alike.
- B. Think twice before acting.
- C. Positive actions make huge differences.
- D. Hope for the best, prepare for the worst.

C

Making predictions gets in the way of the brain's ability to remember the present moment, new research suggests. The hippocampus, a brain structure usually associated with remembering events, also uses experiences to make forecasts (neuroscientists call this "statistical learning"). But scientists writing in the Proceedings of the National Academy of Sciences USA have now demonstrated that the latter function can influence the former.

Researchers showed participants a series of photographs on a screen without telling them that some image categories always followed others: mountains always came immediately after beaches, for example. They were intended to subconsciously learn these associations and begin to expect these pairings. Later, the participants were shown the same photos again, mixed in with new examples, and were asked if they had spotted any of them before. They accurately recalled seeing random images at a much better rate than the predictive ones (like the beach pictures).

The scientists repeated this process while scanning participants' brains with fMRI (功能性核磁共振). Each image category caused a distinct neural (神经的) activity pattern, and the patterns for predictable categories were seen in the hippocampus when the corresponding predictive category was displayed. Moreover, this effect's strength in fMRI corresponded inversely with participants' memory task scores. "The more evidence for prediction we saw, the worse their memory was for those predictive items," such as a particular beach scene, says study lead author and Yale University cognitive (认知) neuroscientist Brynn Sherman. This suggests that predictive images caused the hippocampus to shift toward prediction-and away from encoding (编码) a new memory.

The study is among the first to demonstrate how making predictions affects human memory. Scientists previously suspected that the hippocampus had a role in statistical learning but did not know how it interacts with memory formation.

"This paper is a really nice demonstration of the balance where the hippocampus is doing both these things," says University of Virginia cognitive neuroscientist Nicole Long.

The team says this compromise occurs because remembering and predicting both use some of the same biological pathways. In the paper, the authors compare it with using one's right foot to operate both the brake (刹车) and gas pedals (油门) in a car...but not both at the same time. "This system could prevent memory redundancies (冗余) and thus conserve brainpower," Sherman says.

"We still need further research," Long says. "For instance, how much repetition is needed before the hippocampus shifts from recording to predicting and whether it is possible to train the structure to improve both modes at the same time."

27. We can learn from the passage that _____.

- A. predictive images stimulated memory formation
- B. the hippocampus has nothing to do with predicting
- C. researchers revealed how to balance predicting and remembering
- D. the participants remembered random images more quickly and accurately

28. What does the underlined word "inversely" in Paragraph 3 probably mean?

- A. In an opposite way.
- B. Exactly.
- C. In the same direction.
- D. Closely.

29. Why does the author mention the brake and gas pedals?

- A. To present an accurate picture of how to drive a car.
- B. To illustrate that predicting interacts with remembering.
- C. To stress the difficulties of operating them at the same time.
- D. To show the importance of using the same biological pathways.

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

- A. The Role of the Hippocampus within Memory
- B. Predicting a Situation Benefits Memory Formation
- C. Forecast or Remember: The Brain Must Choose One
- D. Forecast and Remember: The Brain Can Do Both at the Same Time

D

In the USA, youth curfews (宵禁) are traditionally issued by a parent in the interest of safety. This type of curfew is personal, and rightfully so. However, to stop teenagers committing crimes, some officials have turned youth curfews from family decisions into public laws.

The idea may have been thought to have good intentions. In practice, however, these policies have been shown to be unfair and unconstitutional, according to the American Civil Liberties Union (ACLU). In the town of Sumner, Washington, a father allowed his fourteen-year-old son to go to a convenience store after 11:00 p.m. Sumner had adopted a curfew law that prohibited

people under the age of eighteen from being in public places past that hour. The father was fined, and then he pursued a legal challenge against the town. The ACLU, which filed the case on behalf of the father, claimed the curfew laws had violated (侵犯) parents' rights. In the end, Sumner's curfew laws were struck down.

But isn't it irresponsible not to enforce a curfew on teenagers? Curfew laws supporters argue that officials should provide a curfew to ensure teens are home by a reasonable hour. The risk of a serious accident is three times as high for drivers aged sixteen to nineteen as for drivers over twenty. And dangers only increase at night. This indicates to some that a law keeping teens off the road late at night is a positive safety measure. Still, the National Highway Traffic Safety Administration (NHTSA) says that the best ways for drivers to increase safety are by obeying the speed limit, wearing a seat belt, and paying attention. The NHTSA makes no mention of youth curfews making driving safer.

In cities, curfew enforcement has been ineffective or even had a negative impact on communities. Most crimes committed by teens actually happen around 3:00 p.m., right after school. On non-school days, that time shifts to between 7:00 p.m. and 9:00 p.m. The curfew hours, usually between 10:00 p.m. and 6:00 a.m., occur at a time of day when teenage crime is at its lowest. Meanwhile, violent crime rates peak around 10:00 p.m. for adults. When law enforcement performs the teen curfew sweep, policemen are distracted from the more serious violent crimes being committed by adults at that time. Also troubling is the racial discrimination in cities with curfews. For example, recent data have found that in Minneapolis, Minnesota, 56% of youths charged with breaking curfews were African American. Other law enforcement department reports show similar problems. Curfew laws are criticized because they are enforced in a racially discriminatory way.

The ACLU has succeeded in striking down at least one curfew law because of concerns over parental rights. Along with other community and civil rights groups, it continues to pursue other cases, arguing that curfew law enforcement can only increase tension and crime. To arrest teens for driving home from the movies, playing basketball in the park, or simply walking their dog is to punish them for being outside their homes—a policy inconsistent with the individual rights established in the U.S. Constitution.

31. What is the author's attitude towards legal curfews for teenagers?

- A. Disapproving. B. Supportive. C. Uncertain. D. Indifferent.

32. What does Paragraph 4 mainly talk about?

- A. Reasonable curfew hours for teenagers.
B. The necessity of enforcing youth curfews.
C. Unwanted consequences of youth curfews.
D. The impact of youth curfews on adult crimes.

33. What can be inferred about the ACLU from the passage?

- A. It helps people defend their individual rights.
B. It is in favour of enforcing a curfew on teenagers.
C. It stresses the responsibilities of parents to their children.
D. It believes youth curfews are highly related to road safety.

34. From the passage we can learn that

- A. teenagers in the United States love their independence

- B. enforcing youth curfews will lead to distrust of the policemen
- C. legal curfews should exist only when parents are irresponsible
- D. legal curfews violate individual liberties and may be cancelled

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。

Your Musical Preference Gives Insight into How You Think

A study out of Cambridge found that your musical preferences can give insights into how you think. The study focused on a particular psychological theory of personality known as the Empathizing-Systemizing (E-S) Theory. 35 An empathizer likes to focus on and respond to the emotions of others, while a systemizer likes to analyse rules and patterns in the world. Cognitive style may seem like an unusual way to group people, but the researchers found that it worked well.

“Although people’s music choices change over time, we’ve discovered a person’s empathy level and thinking style predict what kind of music they like,” said PhD student David Greenberg, the leader of the study, in a statement. 36

To study a somewhat unusual subject, they took a somewhat unique route: They gathered data through Facebook. Over 4,000 people participated through the myPersonality app by first taking a personality assessment. Later, they listened to and rated 50 musical pieces.

For those who scored high on empathy, they tended to prefer soft rock, R&B, country, and folk. 37 Further, they tended to enjoy music that had low energy, negative emotions, or emotional depth. From these characteristics, the researchers identified several songs that would be ideal for empathizers: “Hallelujah” by Jeff Buckley, “Come away with me” by Norah Jones, and “All of me” by Billie Holiday.

38 They favored intense music and disliked the soft and simple styles. Their music tended towards high energy, or positive emotions, and also featured a high degree of depth and complexity. From this, the researchers believed that “Concerto in C” by Antonio Vivaldi, “Etude Opus 65 No.3” by Alexander Scriabin, and “Enter Sandman” by Metallica would be ideal songs for systemizers.

39 “A lot of money is put into algorithms（运算法则）to choose what music you may want to listen to, for example, on Spotify and Apple Music,” said Greenberg. “By knowing an individual’s thinking style, such services might in future be able to fine tune their music recommendations to an individual.”

- A. But they disliked more intense music like punk and heavy metal.
- B. These findings could prove useful, especially for the music industry.
- C. Meanwhile, those who scored high on systemizing were exactly opposite.
- D. Based on the findings, researchers recommend particular styles for different people.
- E. It divides people into groups according to whether they tend to empathize or systemize.
- F. He argued that musical preferences reflect clear characteristics such as age and personality.
- G. He argued people’s cognitive style can be a better predictor of what music they like than their personality.

第三部分 书面表达（共两节，32分）

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

阅读下面短文，根据题目要求用英文回答问题。请在答题卡指定区域作答。

In a growing number of school districts across America, students must wear a uniform. According to the US Department of Education, wearing a uniform can maintain discipline and help schools recognize those who come to the school illegally. Schools claim that when students come in uniform, it improves discipline and leads to academic gains. However, students protested the decision.

A more important question is whether there is any evidence to show that mandatory（强制的）uniform policies can lead to improved student outcomes. A 2003 study that used a large national data set concluded that elementary and middle schools with school uniforms had fewer student behavior problems. But it found that high schools had a greater frequency of misbehavior.

Interestingly, even when evidence is available, educators could take the opposite view. For example, a study of educators in 38 North Carolina high schools found that 61% of the school masters believed that there was a reduction in cases of misbehavior on campus when school uniforms were introduced. In reality, the data showed no change in incidents of suspensions（停学）and other problems.

Similarly, research on the effectiveness of school uniforms on increasing student attendance and achievement is confusing. For example, one study concluded that school uniforms resulted in increased student achievement and increased attendance. However, another study found little impact on academics at all levels and little evidence of improvement in attendance for girls and drop in attendance for boys. So, what does lack of consistent research mean for policy?

In my view, it does not mean that schools should not carry out such policies. It does mean, however, that educators must be clear about the goals that they hope to achieve. Decreased discipline problems, increased attendance and academic achievement may not be achieved just by wearing uniforms. But there may be other benefits, for instance, it could help a school promote its brand through a uniform look. School uniforms may also serve as a symbol of commitment to academic achievement.

40. Why are students required to wear school uniforms in America?

41. What are the findings of the 2003 study?

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

Some studies showed wearing school uniforms helped improve students' performance, but other studies found no consistent results, so schools should stop the school uniform policy.

43. What do you think of wearing school uniforms? Explain your reasons. (In about 40 words)

第二节（20分）

假设你是红星中学高三学生李华。你校将举办主题为“声入我心”的英文电影配音比赛。作为学生会主席，请给外教 Jim 写一封电子邮件，邀请他担任评委，内容包括：

1. 介绍比赛信息（如时间、地点等）；
2. 说明评委职责。

注意：1. 词数 100 左右；

2. 开头和结尾已给出，不计入总词数。

提示词：配音 dubbing

Dear Jim,

Yours,

Li Hua

(请务必将作文写在答题卡指定区域内)

2021 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，30分）

第一节（共10小题；每小题1.5分，共15分）

1.D 2.B 3.A 4.C 5.B

6.A 7.D 8.C 9.B 10.D

第二节（共10小题；每小题1.5分，共15分）

11.picked 12.selflessly 13.will meet 14.used 15.who

16.selling 17.because 18.to deliver 19.what 20.Before

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.D 22.B 23.C 24.B 25.B

26.C 27.D 28.A 29.B 30.C

31.A 32.C 33.A 34.D

第二节（共5小题；每小题2分，共10分）

35.E 36.G 37.A 38.C 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. Because wearing a uniform can maintain discipline and help schools recognize those who come to the school illegally.

41. Elementary and middle schools with school uniforms had fewer student behaviour problems, but high schools had a greater frequency of misbehaviour.

42. Some studies showed wearing school uniforms helped improve students' performance, but other studies found no consistent results, so schools should stop the school uniform policy.

According to the passage, the author doesn't mean that schools should stop the school uniform policy. He/She suggests that educators should be clear about the goals they hope to achieve with mandatory uniform policies.

43. (1) I am in favour of wearing school uniforms. I don't want to waste time wondering what to wear. School uniforms are specially designed for students so they are comfortable. Wearing my school uniform with the school logo on it, I have a sense of pride.

(2) I am against wearing school uniforms. I think we have the freedom to choose whatever we want to get dressed in. I don't like it when others choose what to wear in my place. With my favourite clothes on, I can be a true self.

（请根据学生答题情况酌情给分）

第二节 (20分)

Possible version 1

Dear Jim,

On behalf of the school's Student Union, I'm writing to invite you to be one of our judges. As you may know, we are running a school-wide English movie dubbing contest called "Sound in My Heart", and it will take place at the lecture hall on 10 Nov (5 p.m.-7 p.m.).

Since September, we have already had two rounds of the competition. Now we have 10 groups of students for the final. As a judge, you would be responsible for watching all the dubbings, and choosing who comes first, second and third according to competitors' pronunciation, intonation and facial expressions.

I sincerely hope you can come. If you have any questions, please do let me know.

Yours sincerely,

Li Hua

Possible version 2

Dear Jim,

It is with great pleasure that I am writing to invite you to judge our English dubbing competition. The event will be held at our school hall next Friday afternoon.

I would like to tell you the duties of a judge. With your rich knowledge of English language and experiences of performing, you would be responsible for grading all the dubbing works according to the criteria, and making comments to the competitors. Besides, we will be grateful if you could give a speech on English dubbing.

On behalf of the school's Student Union, I am extremely excited to have you as our judge and I hope you will accept our invitation.

Yours sincerely,

Li Hua

Possible version 3

Dear Jim,

On behalf of the school's Student Union, I'm writing to tell you that our school will organize an English film dubbing competition called "Sound in My Heart". I'm honored to invite you to be our judge.

The competition will be held at the school auditorium on December 16. There will be ten groups of competitors from all grades. Each group is supposed to dub a five-minute clip in an English film.

During the competition, you would be responsible for grading competitors' pronunciation, intonation and the content of dubbing according to their performance. After their performance, we would appreciate it if you could give us some suggestions on how to improve dubbing skills.

If you are interested in it, please let me know.

Yours sincerely,

Li Hua

关于我们

北京高考在线创办于 2014 年，隶属于北京太星网络科技有限公司，是北京地区极具影响力的中学升学服务平台。主营业务涵盖：北京新高考、高中生涯规划、志愿填报、强基计划、综合评价招生和学科竞赛等。

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