

(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。

Last night was the last game for my son's soccer team. Everyone in the team had trained very hard for it and thus confidently expected a big win.

It was the final quarter. The score was two to one, my son's team in the 1. Parents encircled the field, offering encouragement. With less than ten seconds remaining, the ball rolled in front of my son's teammate, Mikey O'Donnel. With shouts of "2 it!" across the field, Mikey took the chance and gave it everything he had. All round me the crowd erupted. He had 3!

However, everyone realized immediately that Mikey did it, but in the 4 goal, ending the game in a draw. For a moment there was total 5. The air seemed to be at a standstill. You see, Mikey has Down's syndrome, a condition in which a person is born with learning difficulties, and for him all goals should be celebrated. He had 6 been known to hug the opposing players when they won a point.

Not knowing what was happening, Mikey ran over to my son excitedly, "I made it! I made it! Everybody won!" For a moment I held my breath, not sure how my son would 7. I need not have worried. I watched, through tears, my son 8 his hand in the classic high-five gesture and started shouting, "Way to go Mikey! Way to go Mikey!" Within moments both teams surrounded Mikey, joining my son to 9 him on his goal.

Later that night, when my daughter asked who had won, I smiled as I replied, "It was a 10. Everybody won."

- | | | | |
|--------------------|-------------|--------------|-------------|
| 1. A. way | B. position | C. lead | D. back |
| 2. A. Leave | B. Pick | C. Throw | D. Kick |
| 3. A. missed | B. scored | C. performed | D. slipped |
| 4. A. clear | B. wrong | C. specific | D. decisive |
| 5. A. silence | B. anger | C. whisper | D. laughter |
| 6. A. rather | B. hardly | C. almost | D. even |
| 7. A. admit | B. react | C. guess | D. defend |
| 8. A. drew back | B. put down | C. looked at | D. threw up |
| 9. A. congratulate | B. comfort | C. consult | D. instruct |
| 10. A. relief | B. key | C. tie | D. pity |

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

In my early years at school, I had trouble with some subjects. Sometimes I would get an “F” and that would make me 11 (real) scared. What I used to do was turn the “F” into a “B” 12 (please) my parents. However, it didn't work out and finally I was caught doing that. Then I knew I had to accept that failure and learn from it, so I 13 (take) a positive approach. Naturally that “F” turned into a “B” and that “B” turned into an “A”.

B

Gather a couple of friends and take a leisurely walk through the streets—this is 14 many youngsters enjoy doing when they visit a new city. To them, citywalk means wandering around the city on foot. Participants can follow a distinctive urban route, 15 (explore) the city at their own pace. Compared with famous 16 (spot) and big crowds, they prefer to gain a more inclusive experience of the places they visit.

C

Technology is constantly advancing. 17 we imagined it years ago cannot keep up with its pace of development. In the past, autonomous vehicles were just a part of movies, 18 these technologies are now successfully coming into being. An autonomous car, also 19 (know) as a self-driving car, can perform all functions related to everyday driving and parking. It is a technology that senses the environment and, upon entering the destination, 20 (find) its way without human intervention.

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

A hearing aid is a small electronic device you wear in or behind your ear to make sounds louder. A hearing aid has three basic parts: a microphone, an amplifier and a speaker. The hearing aid receives sound through a microphone, which changes the sound waves to electrical signals and sends them to an amplifier. The amplifier increases the power of the signals and sends them to the ear through a speaker. There are three styles of hearing aids.

“It was the strangest thing to me,” Peterson recalled. “I saw beauty on the face of a man who hadn’t shaved or taken a shower in probably a year. But his story inspired me.” And even though Peterson, an art school graduate, hadn’t painted in about eight years, he asked if he could paint Faris’s portrait (肖像). Faris said yes.

This experience led Peterson to form Faces of Santa Ana, a non-profit organization focused on befriending and painting portraits of unhoused people. Peterson sells the portraits, putting the income into what he calls a “love account” for his model. He then helps people use the money to get back on their feet.

Many of Peterson’s new friends use the donations to secure immediate necessities—medical care, hotel rooms, and food. Faris used the funds from his portrait to record an album (专辑), realizing his musical dreams. Another subject, Sondoval, who had never been able to financially support her daughter, used the money to pay her daughter’s rent.

Since Faces of Santa Ana was established, Peterson has painted 41 of all the portraits. But there’s more to the finished products than the money they bring to someone who’s down and out. He’s discovered that the buyers tend to connect to the story of the person in the painting, finding similarities and often friendship with someone they might have otherwise stereotyped (持有观念) or overlooked. “People often tell me, ‘I was the one that would cross the street. But I see homeless people differently now,’” Peterson says. “I didn’t know that would happen.”

24. How did Peterson feel about the homeless man after reading the book?

- A. Annoyed. B. Amazed. C. Concerned. D. Confused.

25. After talking with Faris, Peterson decided to _____.

- A. pay for his rent B. record an album
C. go to an art school D. paint his portrait

26. How did Peterson help the homeless?

- A. He founded a non-profit organization.
B. He bought immediate necessities for them.
C. He donated money to related organizations.
D. He taught them how to realize their dreams.

27. What can we learn from the passage?

- A. Prejudice blocks dreams.
B. Wealth can make people wise.
C. Sympathy can break stereotypes.
D. Actions speak louder than words.

C

“When I stopped in at our local tourism office in Montreal to ask where they would recommend visitors to go to smell, taste, and listen to the city, I just received blank stares. They only know about things to see, not about the city’s other sensory attractions, its soundmarks and smellmarks,” says Howes, the director of Sensory Studies, a growing field often referred to as “sensory urbanism”.

Around the world, researchers like Howes are investigating how non-visual information defines the character of a city and affects its livability. Using methods ranging from low-tech sound walks to data collecting, wearables (clothing or glasses that contain computer technology), and virtual reality, they’re fighting what they see as a limiting visual preference in urban planning.

“Just being able to close your eyes for 10 minutes gives you a totally different feeling about a place,” says Oğuz Öner, an academic and musician. He has spent years organizing sound walks in Istanbul where participants describe what they hear at different spots with their eyes covered. His research has identified locations where a wave organ could be constructed to strengthen the sounds of the sea, something he was surprised to realize people could hardly hear, even along the waterfront.

Although his findings have not been considered into local urban plans yet, this kind of individual feedback (反馈) about the sensory environment is already being put to use in Berlin, where quiet areas identified by citizens using a free mobile app have been included in the city’s latest noise action plan.

The best way to determine how people react to different sensory environments is a subject of some debate within the field. Howes and his colleagues are using observation and interviews to develop a set of best practices for good sensory design in public spaces. Other researchers are going more high-tech, using wearables to track biological data like heart-rate variability to reveal different sensory experiences.

As data collection about people’s sensory experiences becomes more widespread, many of these experts warn that concerns about privacy and surveillance (监视) need to be taken into account. Issues of fairness and inclusion also come into play when determining whose sensory experiences are factored into planning. “Sensory awareness is not independent or simply biological; whether we find something pleasant or not has been shaped culturally and socially,” says Monica Degen, an urban cultural sociologist at Brunel University London.

Degen cites the example of a London neighborhood where inexpensive restaurants for local youth were replaced by trendy cafes. “It used to smell like fried chicken,” she says, but newer residents found that smell annoying rather than welcoming. “Now it smells like the popular Italian coffee, cappuccinos.”

28. The underlined phrase “blank stares” in Paragraph 1 implies that _____.
- A. Montreal is lacking in visual appeal
 - B. Montreal’s non-visual information is ignored
 - C. the tourism officers object to sensory urbanism
 - D. there are too many tourist attractions to recommend
29. What can we learn from the passage?
- A. Many methods are used to limit the visual preference.
 - B. Potential concerns about collecting data can be relieved.
 - C. People may fail to notice sound attractions even in better locations.
 - D. Individual feedback restricts the development of sensory environment.
30. What can be inferred from the passage?
- A. People’s perceptions of their sensory surroundings are subjective.
 - B. Sensory urbanism needs to focus on developing sensory facilities.
 - C. Sensory experience is dominant in shaping the character of a city.
 - D. Choices of sensory attractions in urban planning depend on tourists.

D

In the 1770s, an English doctor called Edward Jenner gave his gardener’s son cowpox (牛痘) and then deliberately infected him with smallpox (天花) to test his assumption that people who were frequently exposed to cowpox, a similar but less severe virus, would avoid catching smallpox. It worked and cowpox as the vaccine (疫苗) was highly effective. “Vaccination”, from the Latin word for cow, soon became commonplace.

Challenge trials are forms of research where, rather than relying on data from natural infections, we intentionally expose someone to a disease in order to test the effectiveness of a vaccine or treatment. Things have changed a lot since Jenner’s time, of course, when it was not uncommon for doctors to conduct this kind of research. Even so, there’s the continuous sense that there’s something immoral about making someone ill on purpose.

But this shouldn’t blind us to the extraordinary power of challenge trials. They could become increasingly important weapons in the medical research, in a situation where vaccine technology is advancing and the threat of diseases jumping from animals into human beings is increasing.

Much has been done to reduce the risks of challenge trials. Like respiratory syncytial virus (RSV), researchers have involved adults who are at a low risk of severe illness. These acts have already cut down a massive range of vaccine candidates. With their help, the world will soon have the first vaccines against RSV, which kills tens of thousands of newborn babies each year. But not all diseases are like these ones. We don’t always know the dangers volunteers might face; we don’t always have treatments ready. What then?

We could, of course, just avoid these questions entirely, and rely on other types of research. But that doesn't always work: sometimes, animal testing is tricky and uninformative, because the disease doesn't develop in the same way as it would in humans. In contrast, challenge trials can be deeply informative within weeks, with far fewer volunteers. And the benefits can be surprisingly high. Take the latest pandemic. At the end of last year, as the number of deaths is estimated to have reached about 17.8 million, it's also estimated that 20 million had been saved by vaccines. In the years to come, they will hopefully save millions more.

In order to make sure we are as protected as possible from current and future threats, we should try to get rid of the misbelief in challenge trials, making them a more familiar part of our tool kits. Perhaps the greatest reward of all would be to make sure participants' efforts are worthwhile: by designing trials to be fair and effective and applying them when and where they might make a real difference. In short, by helping them to save thousands, if not millions of lives.

31. The author tells the story of Edward Jenner mainly to _____.
- A. give a definition of challenge trials
 - B. introduce the topic of challenge trials
 - C. highlight the effectiveness of his vaccine
 - D. explain the origin of the word "vaccination"
32. What can we infer from the passage?
- A. The issues behind challenge trials can be solved.
 - B. The dangers of challenge trials outweigh the benefits they bring.
 - C. Challenge trials can benefit numerous lives in spite of their risks.
 - D. Challenge trials can set back the development of vaccine technologies.
33. What does the author intend to tell us?
- A. People should still be careful about challenge trials.
 - B. A more open attitude should be taken towards challenge trials.
 - C. Challenge trials guarantee participants protection against threats.
 - D. More volunteers involved can improve the accuracy of challenge trials.
34. Which would be the best title for the passage?
- A. Should we use challenge trials to find cures?
 - B. Can challenge trials be a block to medical progress?
 - C. Can challenge trials be the end of infectious diseases?
 - D. Should we replace animal testing with challenge trials?

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。

Many of us set goals, but sometimes we fail to achieve them. There are many causes why we don't manage to realize our goals. 35 There is a way, though, to help address this problem: set reminders. People employ a psychological strategy called cognitive (认知的) offloading, where we use a physical action to reduce demands on our brain. Specifically, we may outsource our intentions from being stored in our brains to reminders outside our head. 36

Understanding the benefits of cognitive offloading can improve our ability to remember and follow through with our intentions. The biggest benefit is simply that it improves memory performance. It increases the probability that we will work towards the goals we need to reach.

37 “The more we offload unimportant information, such as items on a shopping list, the more we can use our brain for those more significant cognitive tasks, such as creativity,” said Sam Gilbert, professor at the University College London.

38 Still, there are potential negative parts for it. We are more likely to forget what we offloaded if we no longer access our storage, such as when our smartphone dies. We also tend to offload the important things we most want to remember. In a surprise test where their reminders were wiped clean, the participants were more likely to forget the important items and recall the unimportant ones, that is, the more important the intention we want to remember, the more likely we are to offload it—and to forget it.

We'd better tend to create reminders when we think we need them, but not necessarily when we do need them. 39 “If our understanding of our memory ability is wrong, this suggests that we will either overuse or underuse reminders,” Gilbert said. “We can learn by noticing the times that we have forgotten to do something and could have used reminders to help.”

- A. Cognitive offloading has noticeable benefits.
- B. One common reason is that we simply forget them.
- C. Besides, it can free up our limited cognitive resources.
- D. A good example can be documents on our smartphone calendars.
- E. The process of cognitive offloading helps us identify false information.
- F. Our beliefs about how good our memory is directly influence whether we set them.
- G. Other experts say it's too soon to understand how cognitive offloading affects our brains.

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。

The word “motivation” comes from the Latin term *motivus*, “a moving cause”. It is described as the force that drives us to pursue a goal, including the desire to continue pursuing meaning, purpose, and a life worth living. It fuels competition and boosts social connection. Its absence can lead to mental illnesses such as depression.

People often have multiple motives for engaging in any one behaviour. Motivation might be **extrinsic**. That means a person is inspired by outside forces—other people or rewards. Anything promised for completing the task or received as a result of completing the task are extrinsic motivators. Extrinsic motivation can increase motivation in the short term, but over time it may gradually decrease.

Motivation can also be **intrinsic**. Intrinsic motivation comes purely from within, with no expected reward, deadline, or outside pressure. For example, people who are intrinsically motivated to run do so because they love the feeling of running itself. Compared to extrinsic motivation, intrinsic motivation tends to push people more forcefully, and the achievements are more satisfying, since it is integrated into identity and serves as a continuous source of motivation.

To understand motivation, Abraham Maslow introduced the concept of hierarchy of needs (需求层次) in 1943. According to Maslow, humans are intrinsically motivated to meet physical needs, the most fundamental ones such as needs for food. Then they gradually satisfy several levels of needs from safety, to higher-order needs for love, belonging, and self-respect, and finally move toward expressing their full potential—self-actualization, the desire to become the most that one can be.

Although the generality of Maslow’s theory has been challenged, many believe it reveals fundamental truths about human motivation. No matter where motivation begins, there are always ways to increase it—whether that be your own motivation or someone else’s. Sometimes you might feel completely unmotivated—and that’s OK. In that situation, allow yourself to feel the discomfort, hear the negative self-talk, and then take action anyway.

40. What is motivation?

41. Why is intrinsic motivation more powerful?

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

➤ **According to Maslow, we are motivated by different levels of needs, starting at the lowest and the most basic level known as self-actualization needs.**

43. In what way(s) do you think you can get motivated? (*In about 40 words*)

第二节 (20 分)

假如你是红星中学高三学生李华, 你校国际部交换生 Jim 正在策划一次“中西文化交流”活动, 作为好友, 他发来邮件询问你的建议。请你用英文给他回复, 内容包括:

1. 活动形式;
2. 活动内容。

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

(请务必将作文写在答题卡指定区域内)

参考答案

第一部分 知识运用 (共两节, 30分)

第一节 (共10小题; 每小题1.5分, 共15分)

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

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

第二节 (共10小题; 每小题1.5分, 共15分)

11. really 12. to please 13. took 14. what 15. exploring

16. spots 17. How 18. but 19. known 20. finds

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

第二节 (共5小题; 每小题2分, 共10分)

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

第三部分 (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. Motivation is described as the force that drives us to pursue a goal.

41. Because it is integrated into identity and serves as a continuous source of motivation.

42. *According to Maslow, we are motivated by different levels of needs, starting at the lowest and the most basic level known as self-actualization needs.*

The lowest and the most basic level of needs is not self-actualization needs but physical needs.

43.

1) I often get motivated in two ways. First, rewarding myself helps generate and maintain motivation. I can set small rewards for achieving small goals and larger rewards for achieving larger goals. Second, I always find inspiration in others. Learning from successful individuals constantly motivates me to be the better version of myself.

2) I can motivate myself by setting attainable goals. If I have a goal that is unattainable, I will feel crippled with anxiety and lose motivation. By contrast, letting go of goals that paralyze me and choosing exciting goals but not too big help me get constant motivations.

第二节 (20分) **Possible version : Dear Jim,**

How's everything?

Glad to know that you are planning an activity to promote the cultural communication between China and the West.

I think it is a good idea to hold a culture fair where students from different countries can fully demonstrate their cultures at the stands. At the fair, students could choose some representative items, such as architecture models, handicrafts or snacks, to present the distinctive culture in their countries. If possible, they can also wear national costumes, playing unique musical instruments or performing traditional dances. I believe it will definitely catch students' attention.

Hope my suggestion could help and wish you a big success in your activity.

Yours,
Li Hua



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