

2023 北京西城高一（下）期末

英 语

2023.7

本试卷共 16 页，共 140 分。考试时长 120 分钟。

考生务必在答题卡指定区域作答，在试卷上作答无效。考试结束后，将本试卷和答题卡一并交回。

第 I 卷(共 75 分)

I. 听力理解(共三节，22.5 分)

第一节：(共 4 小题；每小题 1.5 分，共 6 分)

听下面四段对话，每段对话后有一道小题，从每题所给的 A、B、C 三个选项中选出最佳选项。每段对话你将听一遍。

1. What do the speakers need to buy?

A. Some chairs. B. Some shelves. C. A table.

2. Where does the conversation probably take place?

A. At a ticket office. B. On a bus. C. In a classroom.

3. What does the man find difficult in learning Spanish?

A. Reading. B. Listening. C. Speaking.

4. How will the speakers go to the city hall?

A. By bus. B. By taxi. C. By bike.

第二节：(共 6 小题；每小题 1.5 分，共 9 分)

听下面三段对话，每段对话后有两道小题，从每题所给的 A、B、C 三个选项中选出最佳选项。每段对话你将听两遍。

听第 5 段材料，回答第 5 至第 6 小题。

5. When will the man attend the online meeting?

A. This afternoon. B. Tonight. C. Tomorrow.

6. What will the woman probably do next?

A. Water the flowers. B. Talk about the party. C. Read some magazines.

听第 6 段材料，回答第 7 至第 8 小题。

7. What is the news in the newspaper?

A. Plants can speak English. B. Plants can record noises.

C. Plants can make sounds.

8. What does the woman think of the news?

A. Cheerful B. Comforting. C. Unbelievable.

听第 7 段材料，回答第 9 至第 10 小题。

9. What are the two speakers talking about?

A. A trip. B. A new tent. C. The girl's family.

10. What can we learn from the conversation?

- A. The girl's father is a careless person.
 B. There are three people in the girl's family.
 C. The girl's mother drove back home for the tent.

第三节：(共 5 小题；每小题 1.5 分，共 7.5 分)

听下面一段独白，根据题目要求在相应的横线上写下第 11 题至第 15 题的关键信息。每小题仅填写一个词。这段独白你将听两遍。

	How to Beat Pre-performance Nerves
Be prepared	<ul style="list-style-type: none"> ● <u>11</u> much as you can ◆ make you feel <u>12</u> and ready
<u>13</u> ways to calm down	<ul style="list-style-type: none"> ● find out what technique works for you ◆ take along your favorite <u>14</u> ◆ try breathing techniques ● make a plan to use this technique
Take good care of yourself	<ul style="list-style-type: none"> ● get enough sleep and eat <u>15</u> meals ● take more exercise

II. 完形填空(共 15 小题；每小题 1.5 分，共 22.5 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，选出可以填入空白处的最佳选项。

Brad hadn't seen Grandma Joy for six years since their fierce argument. At his brother's wedding, he 16 her again. He saw her walk unsteadily into the church and helped her get to the seat. But they didn't say much.

Six months after the wedding, Brad hiked the Appalachian Trail. He found himself 17 a lot about his grandmother and the time they had spent at Blue Rock State Park, which is close to her house. There, they'd lift rocks in the river to find fish. It puzzled him why that 18 in particular stayed with him. He decided to call Grandma Joy.

It would be their first real 19 in years. She invited him over and he said "yes". When the door opened, everything inside looked the same. But he was looking at a woman who had 20. They made small talk. Grandma Joy said that she had many 21 in her life. One of them was that except her time at Blue Rock State Park, she'd never had the chance to see what she called the great outdoors.

Brad left his grandmother's house and went back to his routine. But he couldn't help thinking of Grandma Joy and her sadness of not seeing more of 22. She just lived a simple life that stopped at the edge of the county line. He thought it would be a lifelong pity if he didn't 23 her. Then he came up with an idea that even he knew was 24. He would take his 85-year-old grandma on a camping trip to a national park. He told her his crazy idea. The old lady 25 him by asking, "When do we leave?"

Having arrived there, Brad made a campfire. They sat next to each other, feeling the warmth and looking at stars. They 26 the lockbox of their past, talking about families and friends, about loss and pain. They told each other they'd wasted too many years being 27. So they decided to go on more trips together.

They have **now** visited 62 national parks. The open road provided time for the pair to 28 their secrets. Grandma Joy highly valued Brad's company during the trips. She said she wouldn't 29 him for anybody. Now, they're not just traveling partners, not just grandmother and grandson, but 30.

- | | | | |
|----------------------|-----------------|-----------------|-------------------|
| 16. A. missed | B. called | C. praised | D. met |
| 17. A. thinking | B. reading | C. asking | D. expecting |
| 18. A. goal | B. plan | C. dream | D. memory |
| 19. A. conversation | B. party | C. picnic | D. creation |
| 20. A. aged | B. joked | C. hurried | D. succeeded |
| 21. A. worries | B. regrets | C. wishes | D. challenges |
| 22. A. art | B. nature | C. history | D. culture |
| 23. A. watch out for | B. keep up with | C. reach out to | D. stay away from |
| 24. A. useless | B. incorrect | C. impractical | D. unnecessary |
| 25. A. annoyed | B. surprised | C. disappointed | D. embarrassed |
| 26. A. lost | B. changed | C. borrowed | D. opened |
| 27. A. different | B. distant | C. busy | D. polite |
| 28. A. keep | B. forget | C. share | D. record |
| 29. A. trade | B. blame | C. mistake | D. trouble |
| 30. A. strangers | B. competitors | C. relatives | D. friends |

III. 阅读理解(共 15 小题; 每小题 2 分, 共 30 分)

阅读下面短文, 从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

Often, there is a false idea that one must be “in-the-know” to truly appreciate artworks. However, fine art opens the door to everyone. Learning how to look at and understand artworks requires us to take the time to view, identify and think.

Look at the Art

As the first step, it's necessary to take a moment to identify the artwork's general features:

- Is it a painting, sculpture or craftwork?
- Does it appear chaotic(混乱的)or organized?
- Are the colors bright or soft?

Identify the Art and Artist

Knowing when or how the artwork was made and learning something about the artist can reveal more context. We all know the famous painting Guernica is a masterpiece created by Picasso in 1937. However, if we can find out Picasso composed the painting to reflect a bombing during the Spanish Civil War, we'll know more about its anti-war meaning.

Even if the historical context of an artwork is not obvious, knowing the year of its creation offers more context.

Think About the Meaning

Use what you observed in the first two steps to think about meanings the artwork could have.

Consider what the title, the subjects, or the symbols meant to the artist when he or she created the artwork. What do the colors say about the artist, and how do they apply to the subjects in the art? For example, the owls in Lebo's works represent wisdom, but why are they so brightly colored?

In addition, ask how the art makes you feel. Many artists have specific meanings behind their art, but also encourage viewers to come up with their own explanations. Still, every explanation is not automatically correct, which is why the techniques described above are helpful in finding clues.

The next time you're admiring a work of art, keep these techniques in mind, and its meaning may unfold before your eyes.

31. What is the first step when viewing art?

- A. Doing some research on the artist.
- B. Being "in-the-know" about the work
- C. Identifying the work's general features
- D. Knowing the year of an artwork's creation

32. When thinking about the meaning of an artwork, you should _____.

- A. explain it freely
- B. choose a title for it
- C. describe it to the viewers
- D. ask how it makes you feel

33. The passage is probably written for _____.

- A. museum staff
- B. gallery visitors
- C. professional artists
- D. exhibition organizers

B

Anuar Abdullah has always had a special feeling for the ocean. In the 1980s, he settled in Perhentian as a diving instructor and fell in love with corals. Twice daily, he went out to sea, staying underwater for as long as his oxygen supply allowed. He learned the shapes and textures(纹理) of coral reefs long before he knew their Latin names. He studied the living conditions—the water temperature, the sunshine, the diversity(多样性) of ocean life—and saw how just one of those factors could bring about large-scale death.

Abdullah spent two decades experimenting with how to grow coral reefs in the ocean. He didn't have a degree in marine(海洋的) biology or a research lab, but he had his own ways. Almost all the materials he used to grow corals came directly from the ocean. He didn't use steel pipes or bricks—which he couldn't afford—instead, he gathered rocks from the seafloor, piling them so they wouldn't be knocked down by tidal waves. While others might depend on a lab to break live coral into pieces that were in turn used for growing, he searched for broken pieces of coral in existing reefs and fixed them to the rocks using animal-friendly glue. When he needed other materials, he started by searching the beach for waste.

Every day, the locals saw him on his knees examining corals in the ocean. Sometimes, he picked up a rock to which he had fixed a piece of coral several weeks earlier, and said very quietly, "My little acropora(鹿角大珊瑚), how are you doing today?" The locals whispered about how he'd spent days in the water speaking to corals as if they were people. "Everyone thought I was stupid," said Abdullah, "But I knew I was doing the most important thing in the world."

Actually, Abdullah was right. Now, in a world rapidly losing its coral reefs to climate change and environmental damage, he has become an increasingly influential expert on how to bring them back to life. Thousands have traveled from around the world to learn from Abdullah how to grow corals, with some eventually leaving their jobs to join his projects full time. With his 700 active volunteers, he has already saved about 125 acres of coral reefs

34. Abdullah went out to sea twice daily to _____.

- A. study coral reefs
C. check his oxygen supply
- B. have diving training
D. share his feelings for the sea
35. Abdullah's way of growing corals is _____.
- A. eco-friendly and practical
C. high-tech and affordable
- B. traditional and indirect
D. scientific and expensive
36. From the passage we know that Abdullah _____.
- A. searched for waste to make a living
C. talked to everyone about coral reefs
- B. received a degree in marine biology
D. became an expert on coral protection
37. What can we learn from the story?
- A. Anyone with a dream is amazing.
C. An individual can make a difference.
- B. Achievement provides true pleasure.
D. The strong man is strongest when alone.

C

Have you ever wished you could be better organized or more sociable? Perhaps you're a constant worrier, and you'd prefer to be a little more carefree? Actually at least 2/3 of people would like to change some elements of their personality. In the past, such desires appeared to be fruitless. One's personality was thought to be formed in childhood and to remain fixed throughout his entire life.

Recent research from psychology professor Nathan Hudson and his colleagues, however, challenges this expectation of a fixed personality. With the right psychological strategies and enough effort, they say, many people can successfully shape their desired personality.

Their interventions (干预) typically involve recommending regular activities that reflect the personality traits (特征) people wish to adopt. Introverts who wish to be more outgoing, for example, might have the goal of introducing themselves to a stranger once a week, or making small talk with the cashier in the supermarket. Someone who wishes to be more organized and disciplined might be asked to carefully double-check an email before sending it, or to write a to-do list before going to bed.

While these tasks may seem insignificant, the aim is for the thinking patterns and behaviors they produce to become habitual. And the evidence so far suggests it works remarkably well. In one 15-week trial of 400 people, participants accepted an average of two challenges each week. After they completed those tasks, their traits shifted in the desired direction, according to a personality questionnaire (调查问卷).

The unexpected personality change should be good news for anyone who wishes they were a bit more sociable, organized, or happy-go-lucky. Another potential benefit is that awareness of this research could help improve mental health.

People always believe negative feelings are just part of who they are, and there is little they can do to change them. But what if educating people about their potential for personality change could place them on a more positive track? To test this idea, Harvard professor of psychology, John Weisz, and his partner selected a group of 100 teenagers who had previously shown signs of anxiety or depression. They took a computerized course that explained the science of brain plasticity (可塑性), and were then given worksheets to strengthen what they had learned.

When Weisz checked in on the teens' mental health nine months later, the students reported a significant decrease in their anxiety and depression compared with those who had instead taken part in a course on "emotional expression".

Whether you are struggling with serious issues or simply want to polish off your rougher edges, remember that character is within your own hands and you have the power to become what you want to be.

38. According to the passage, an old belief about personality is that _____.

- A. most people are satisfied with their personality
- B. sociable or organized people are more popular
- C. childhood has nothing to do with personality
- D. people can't change their personality traits

39. In Nathan Hudson's research, participants _____.

- A. became more aware of their mental health
- B. formed new thinking patterns and behaviors
- C. reported their completed tasks in the questionnaire
- D. were advised to work as cashiers in the supermarket

40. John Weisz's study is mentioned to _____ Hudson's research.

- A. question the result of
- B. make a comparison with
- C. explain the method used in
- D. show an additional benefit of

41. Which of the following would be the best title for this passage?

- A. Mental Issues: More than Meets the Eye
- B. Personality: It Is Not Set in Stone
- C. Your Personality Shapes Your Future
- D. A Great Cure for Mental Problems

D

A cornerstone of environmental policy is the debate over protecting nature for humans' sake (instrumental values) or for nature's (intrinsic values). We propose that focusing only on instrumental or intrinsic values may fail to resonate (引起共鸣) views on personal and collective well-being, or "what is right," about nature and the environment. It is time to engage seriously with a third class of values, one with diverse roots and current expressions: relational values. By doing so, we reframe the discussion about environmental protection, and open the door to new, potentially more productive policy approaches.

In philosophical terms, relational values are preferences, principles, and virtues associated with relationships, both interpersonal and as required by policies and social norms.

Relational values can apply to interactions with nature. Some people's identities are rooted in long-term care and **stewardship**, such as volunteer river-keepers, gardeners or farmers. Other people and social organizations hold worldviews that value kinship(亲属关系) between people and nature. They subscribe to the concepts of "Mother Nature," "Mother Earth," and so on. Also, many people believe that their cultural identity and well-being originate from their relationships with human and nonhuman beings, connected by particular places. Caring for and attending to places can be extremely important for maintaining cultural practices and core values. According to these views, the value of the land is not independent of humans.

Therefore, environmental policy and management should always consider the kinds of relationships people already have with nature, and how these might be engaged to lessen the negative effects of human lifestyles on ecosystems and enhance positive ones. For example, the bond between parent or teacher and child can serve as a

channel for social norms, encouraging respect and passion for nature, through activities including fishing and hunting, gardening, hiking, or bird-watching. It is also possible to develop values and relationships through long-term and repeated experiences with peer(同伴) groups, by laboring on the land or taking part in outdoor adventure. Bonding is strengthened through play, struggling, suffering, and celebrating together.

Relational values are finally receiving attention. If activists, researchers, policymakers, and private-sector leaders internalize this message, perhaps environmental decisions will better account for our relationships with nature and many concepts of a good life. Attending to such values is key to the real inclusion of diverse groups in environmental protection, and to achieving social-ecological relationships that provide fulfilling lives for present and future generations.

42. According to the author, relational values _____.
- A. are traditional expressions with a long history
B. provide more productive philosophical approaches
C. help reflect on the right views about protecting nature
D. prove to be an effective way to improve the environment
43. What does the underlined word “stewardship” in Paragraph 3 mean?
- A. Management. B. Friendship. C. Application. D. Happiness.
44. What can we learn from this passage?
- A. Outdoor adventure may damage social relationships.
B. The parent-child bond usually leads to new social norms.
C. The value of the land is related to human interactions with it.
D. Human lifestyles will have more negative effects on ecosystems.
45. What’s the purpose of the passage?
- A. To encourage environmental protection through group work.
B. To propose new values for environmental policy making.
C. To stress the importance of a better living environment.
D. To compare different environmental protection values.

第II卷(共 65 分)

I. 选词填空(共 7 小题; 每小题 2 分, 共 14 分)

用方框中单词的适当形式完成下列句子, 每个单词只能用一次。

firm true brave sleep survive create frighten

46. He was given a medal for his _____ in the battle.
47. With a pale face, Amy was too _____ describe the car accident to the police.
48. I don’t think you are telling me the whole _____ about what happened.
49. When you first meet someone, be sure to shake his hand _____ and look directly into his eyes with a smile.
50. Researchers say that the trees now have a _____ rate of 85%.
51. In the painting The Starry Night, we see a _____ village and a dark, lonely tree beneath the amazing sky.
52. _____ inking is very important for advertisement design.

II. 语法填空(共 10 小题; 每小题 1 分, 共 10 分)

在未给提示词的空白处填写 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。

53. _____ (hear) this news, Mary got extremely excited.

54. When he entered his office, he found the window _____ (break).

55. There are many _____ (share) bikes at the entrance of the subway.

56. You should not risk _____ (lose) your current job by trying to get a new one.

57. Asking questions _____ (be) the easiest way to promote active learning.

58. Grace will never forget the day _____ she was admitted to the university.

59. The constantly rising sea level is one of the reasons _____ we must take action to protect the environment.

60. Yuan Longping was an admirable agricultural scientist, from _____ many young people have drawn great inspiration.

61. I wonder _____ I should accept the offer or not.

62. It is widely believed _____ children will have better exam results in school if they learn to read early.

III. 完成句子(共 5 小题；第 63、64 题每题 2 分，第 65、66、67 题每题 3 分，共 13 分)

根据括号中所给提示完成下列句子。

63. 我们的车在回家的路上坏了。(break down)

64. 由于天气恶劣，这个航班取消了。(due to)

65. 世界上很多大城市都交通堵塞为患。(suffer from)

66. 我买不起这本书了，因为我的钱用完了。(run out of)

67. 经理不在的时候，他将负责这个部门的工作。(take charge of)

IV. 阅读表达(共 4 小题；每小题 2 分，共 8 分)

阅读下面的短文和问题，根据短文内容，在相应题号后的横线上写下相关信息，完成对该问题的回答。答语要意思清楚，结构正确，书写工整。

Tom's wife usually does the shopping, but she had the flu so Tom went instead. Selecting the fruits and vegetables went fine, but when he got to the bread section, he had trouble, because there were over 60 varieties to choose from. Tom compared different types and examined the differences. After 10 minutes of careful consideration, he picked one that seemed like the perfect choice. However, he had to repeat the process for the rest of the shopping list. By the time he had finished and paid for everything, he was tired and upset.

Why did Tom have this kind of experience? According to behavioral economics research, although having some options makes us feel good, once we get beyond that small number, the more choices we have, the less happy we feel.

The cause of our unhappiness has its root in one typical judgment error we make—our natural reactions prefer avoiding losses to making gains. This is probably because of our evolutionary(进化的) background; our minds

evolved for the savanna(热带草原) environment, not for our modern shopping context. Due to this, when we have lots of options, we feel anxious about making the wrong choice and losing out on the best one.

Digging into research on factors that make a shopping trip an unhappy experience helps us improve our buying decisions. When choosing what to buy, the number one technique involves satisficing instead of maximizing.

Maximizing behavior refers to finding the perfect option when shopping. Maximizers compare all available options to make sure that they get the best deal in terms of performance, price, and so on. They have high expectations, and they hope that the product will meet their expectations.

It's the opposite for satisficers. They set certain minimal criteria (最低标准) that need to be met, then search for the first available product that meets the criteria. They look for products that are "good enough" instead of "perfect". When they focus on "good enough", their brain automatically highlights the positives, and lowers the expectations.

Research shows that maximizing behavior results in less happiness, less satisfaction, and more regret than satisficing.

To be happier, satisfice and limit your choices. Make a short list that compares a reasonable number of options and doesn't include every product available. After all, there's no such thing as the perfect deal.

68. Why did Tom have trouble selecting bread? (不多于 9 个单词)

69. According to the writer, what is the judgment error that causes our unhappiness? (不多于 9 个单词)

70. What products do satisficers look for? (不多于 11 个单词)

71. Do you agree that satisficers are happier in life? Why or why not? (单词数不限)

V. 书面表达(20 分)

假设你是红星中学高一(1)班班长李华。你们班计划开展“创建环境友好校园(Create an Environmentally-Friendly Campus)”活动，打算邀请交换生 Jim 参加。请你用英文给他写一封电子邮件，内容包括：

1. 活动的意义；

2. 活动的安排。

注意：1. 词数不少于 80；

2. 开头和结尾已给出，不计入总词数。

Dear Jim,

Yours,
Li Hua

参考答案

第I卷 (75分)

I. 听力理解 (共三节, 22.5分)

第一、二节 (共10小题; 每小题1.5分, 共15分)

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

第三节 (共5小题; 每小题1.5分, 共7.5分)

11. practice 12. relaxed 13. Discover 14. photo 15. healthy

II. 完形填空 (共15小题; 每小题1.5分, 共22.5分)

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

III. 阅读理解 (共15小题; 每小题2分, 共30分)

31. C 32. D 33. B 34. A 35. A
36. D 37. C 38. D 39. B 40. D
41. B 42. C 43. A 44. C 45. B

第II卷 (65分)

I. 选词填空 (共7小题; 每小题2分, 共14分)

46. bravery 47. frightened 48. truth 49. firmly
50. survival 51. sleeping 52. Creative

II. 语法填空 (共10小题; 每小题1分, 共10分)

53. Hearing 54. broken 55. shared 56. losing 57. is
58. when 59. why 60. whom 61. whether 62. that

III. 完成句子 (共5小题; 第63、64题每题2分, 第65、66、67题每题3分, 共13分)

63. Our car broke down on the way back home.
64. The flight has been cancelled due to the terrible weather.
65. Many big cities of the world suffer from traffic jams.
66. I can't afford this book, because I have run out of money.
67. He will take charge of this department when the manager is away.

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