

# 2019 北京清华附中高一（上）期中

## 英 语

（清华附中高 19 级）2019.11

### 第一部分：知识运用（共两节，45 分）

#### 第一节 语法填空（共 10 小题；每小题 1.5 分，共 15 分）

阅读下列短文，根据短文内容填空。在未给提示词的空白处仅填写一个适当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。

#### A

In Western society, a gap year after school is seen as an important opportunity for young people to spend time 1 (think) about what they want to do with their lives before they make all the important career decisions. Especially if they are 2 (sure) about what they want to study, it is thought that a little bit of experience will help them to make their decisions. Another reason for going out straight after school is to get a break 3 studying before they embark on the next few years of university.

#### B

When writers write an article or story, they are trying to tell the reader something. Although they use many words in their article or story, the thing 4 they are trying to tell the reader is usually quite a simple message. That simple message is the key point of the article or story. A well-written article or story 5 (have) an overall key point, but each of the paragraphs that make up the article or story also has a key point. It is a skill to be able to find the key point of a paragraph. 6 (gain) competence in this skill, you need to practice doing it.

#### C

“Four Books” 7 (come) into existence before the Qin dynasty. The *Analects of Confucius*, one of the “Four Books”, is a collection of his teachings and 8 (exchange) with his disciples (弟子). The other three are *Mencius*, *The Great Learning* and *The Doctrine of the Mean*. They 9 (regard) as the elementary textbooks for Confucianism study at that time. “Five Classics” refer to five ancient classics: *The Book of Changes*, *The Book of Documents*, *The Book of Poetry*, *The Records of Rites* and *Spring and Autumn Annals*. These Confucian classics functioned as the basis of scholarly 10 (educate) in China up to the early 20<sup>th</sup> century.

#### 第二节 完形填空（共 20 小题；每小题 1.5 分，共 30 分）

阅读下面短文，掌握其大意，从每题所给的 A、B、C、D 四个选项中，选出最佳选项，并在答题卡上将该项涂黑。

“Beauty isn’t about having a pretty face,” begins a motivational quote. “It’s about having a pretty mind, a pretty heart and a pretty soul. Oh, and pretty 11!”

That may well be Angela Peters’ motto (座右铭). Last July, Peters, rolled her wheelchair into a nail salon which was 12 at the Walmart shopping center in Burton, Michigan, with the idea of be-dazzling her fingers. But Peters, who has cerebral palsy (脑瘫), was turned 13. The salon, she says, told her that they were afraid it would be too difficult to properly paint her nails given that her hands 14. What was meant to be a day of enjoyment for Peters was now a 15.

Watching the 16 from a few feet away was a Walmart cashier about to go on her break. Ebony Harris recognized Peters as a Walmart 17 customer. Now what she recognized in Peters was a(an) 18 spirit. “She’s just like you, me, my daughter and anybody that wants beauty. So why can’t she look pretty?” Then Harris 19 Peters. “Do you want me to do your nails?” she asked.

A smile spread 20 Peters’ face. “Yeah!”

Harris accompanied Peters into the beauty aisle, where they shopped for nail polish. They 21 on a bright blue—a wonderful color that would 22 every eye. They then made their way into a neighboring Subway, found a(an) 23 for two, and set up shop. Harris gently took Peters’ hand into hers and carefully began painting her nails.

“She moved her hands a little bit, and she kept saying she was 24,” Harris recalls. “I told her, ‘Don’t say that. You’re fine.’”

“But I was a little nervous and was shaking because I didn’t want to 25 up her nails,” Harris admitted. “I told her she’s a(an) 26 to us, to anybody, not just me. She makes me look at life and appreciate it much more than I have.”

Watching it all with 27 was Subway employee Tasia Smith. What 28 her most was the ease and gentleness displayed by Harris as she painted Peters’ nails, all the while chatting as if they were old friends. Smith was so 29 by the scene that she wrote about it on Facebook. “She was so patient with her,” she wrote. “Thank you to the Walmart worker for making this girl’s 30 !”

- |     |               |                |              |              |
|-----|---------------|----------------|--------------|--------------|
| 11. | A. nails      | B. hands       | C. eyes      | D. toes      |
| 12. | A. pointed    | B. directed    | C. located   | D. aimed     |
| 13. | A. off        | B. down        | C. in        | D. back      |
| 14. | A. helped     | B. hurt        | C. changed   | D. shook     |
| 15. | A. pity       | B. danger      | C. threat    | D. failure   |
| 16. | A. quarrel    | B. scene       | C. challenge | D. story     |
| 17. | A. central    | B. regular     | C. active    | D. relative  |
| 18. | A. innocent   | B. positive    | C. familiar  | D. ideal     |
| 19. | A. approached | B. educated    | C. reminded  | D. contacted |
| 20. | A. in         | B. through     | C. along     | D. across    |
| 21. | A. carried    | B. depended    | C. settled   | D. called    |
| 22. | A. catch      | B. shut        | C. amuse     | D. convince  |
| 23. | A. table      | B. counter     | C. elevator  | D. box       |
| 24. | A. moved      | B. sincere     | C. delighted | D. sorry     |
| 25. | A. give       | B. tear        | C. fix       | D. mess      |
| 26. | A. honor      | B. inspiration | C. success   | D. favorite  |
| 27. | A. surprise   | B. admiration  | C. desire    | D. caution   |
| 28. | A. drove      | B. blew        | C. struck    | D. held      |
| 29. | A. frightened | B. shocked     | C. stressed  | D. impressed |
| 30. | A. future     | B. beauty      | C. day       | D. wish      |

第二部分：阅读理解（共两节，35分）

第一节（共11小题；每小题2分，共22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

United World Colleges (UWC) is a global education movement. Its mission is to **make education** a force to unite people, nations and cultures for peace and a **sustainable future**. UWC consists of 17 international schools and colleges on four **continents**. All of them provide a two-year pre-university education for students **aged between 16 and 19**. The academic curriculum in these final two years of secondary school is the International Baccalaureate Diploma Program (IBDP). Students learn and live on campus in a diverse community. The school year begins in August. There are two main ways that you can apply to join the program:



- **Through the UWC national committee in your country of residence or citizenship.** The national committee system is unique network of over 3,000 volunteers working in more than 158 countries to select students for the IBDP at UWC. The individuals include UWC alumni, parents of alumni, education professionals, and community leaders who have embraced UWC's mission and values.
- **Through the UWC Global Selection Program (GSP).** It is designed for candidates who would like to apply nine to twelve months before the beginning of the school year.

Whichever route a candidate chooses, the application will be assessed against UWC's core selection criteria. Please note that a candidate may only submit one application per year to study the IBDP at UWC. You may not apply through two different UWC national committees or through a UWC national committee and the UWC Global Selection Program at the same time.

### Choosing your application route to study the IBDP at UWC for 2020-2022

	UWC Global Selection Program (GSP)	National Committee Selections
Is entry guaranteed?	No.	No.
When are places offered to successful applicants?	Within two weeks of attending a Global Selection Weekend	January—April 2020
Are scholarships available?	65% of students, based on their needs and financial assessment	No.
Can I apply in a language other than English?	No.	In most cases, no.
How can I apply?	The application process varies. It generally includes: a written application, an essay, a series of interviews conducted in person or online, group activities, community service, an exam and a weekend camp.	

31. Which of the following about UWC is true?

- A. It aims to unite English-speaking countries and cultures for peace.
- B. It offers the IBDP to students who will attend university in two years.
- C. It has schools and campuses on every continent in the world.
- D. It selects students for the IBDP with the help of its own staff.

32. If a student plans to study the IBDP at UWC in the 2021 school year through GSP, he has to\_\_\_.

- A. attend an online interview
- B. be at least fifteen years old
- C. send in the application before December 2020
- D. make a full assessment of his financial situation

33. The two application routes to study the IBDP are mainly different in\_\_\_.

- A. whether the admission to the college is guaranteed
- B. whether the language for application should be English only
- C. whether the applicants can win a scholarship to the program
- D. whether the applicants can apply through two routes at the same time

### B

There is no denying that everyone has felt worried or nervous before a test or sports game. A study in 2000 found that "high levels of anxiety during competition are harmful, worsening performance and even leading to dropout(退出)." An example of this is John Daly, an American golf player who was once one of the best of his time. The great amount of pressure placed on him to win made him extremely anxious. His anxiety reached such a high level, that he was unable to complete a tournament and walked off the course in the middle of the round. Over the course of his career, He quitted from 49 professional matches due to the anxiety he experienced.

In fact, anxiety can have a number of negative effects and changes to the body, mind and behavior. Anxiety causes your body to tense up and increases blood pressure. When this happens, it becomes more difficult for your body to move

fluently and efficiently, meaning actions and movements become unnatural. The terror you experience as a result of anxiety is so overwhelming that it may even lead to body paralysis (瘫痪). An example of this is stage fright, which may be experienced right before a public competition. When feeling overwhelming fear, the athlete may be unable to move, talk or act at all.

Anxiety has a negative effect on not only athletes, but also students and young people, particularly when it comes to tests and exams. This “test anxiety” occurs in 33% of students and can affect their performance in exams and overall achievement. As time goes on, the age in which children suffer from anxiety is becoming younger.

Anxiety leads to poor academic performance and low scores. This is because the anxiety becomes so overwhelming, you lose the ability to think clearly. It has been proven that students with anxiety score lower on tests than students who do not suffer from anxiety.

Anxiety can also affect students’ willingness to engage in class or participate in class discussions. Again, this can have a negative impact on their performance because they are unable to communicate with the teacher by asking questions or clarifying an about a instruction. This then leads to confusion and further worry about a task, resulting in additional anxiety. This same worry also applies to peer learning(同伴学习) because this involves sharing ideas with other students. A student with high anxiety is unable to share these ideas, meaning they quit from activities and their learning is limited.

Anxiety reaches such a point that some of the students either refuse to go to school until they are able or they drop out completely. In fact, 49% of anxious adults report having left education early and 24% indicated anxiety as the primary reason. After all, how can a person possibly learn something or perform well when their mind and body is in a constant state of terror and worry?

34. What is the best title for the passage?

- A. Reasons of anxiety
- B. Students and anxiety
- C. Bad effects of anxiety
- D. Anxiety and performance

35. The author used John Daly’s example to show that\_\_\_.

- A. he is a terrible golf player in every way
- B. even a little pressure can be a bad thing
- C. the willingness to win can cause anxiety
- D. too much anxiety is harmful in competitions

36. What can you tell from the passage?

- A. The elders seldom suffer from anxiety.
- B. Body paralysis is often caused by anxiety.
- C. Students with anxiety tend to ask questions less.
- D.49% of adults left education mainly because of anxiety.

37. According to the passage, what may happen to a person if one suffers from anxiety?

- A. One’s actions become steady.
- B. One tends to cry and walk away.
- C. One gets higher grades in exams.
- D. One feels unable to move or talk.

C



Global GDP in 2030 will be 14 percent higher—an addition of \$15.7 trillion as a result of AI by improving labor productivity and increasing consumer demand owing to the fast-paced application of AI technology, says a report by consultancy company PricewaterhouseCoopers. Another report says AI could help China's economic growth accelerate to 7.9 percent from 6.3 percent by 2035, by “transforming the nature of work”. The two reports could testify to the power of technology in transforming not only people's daily lives, but also economy,

However, history tells us that, while technological advancements have brought us benefits, they have also led to great social disturbance, by, for example, changing the production and labor structures, and forcing many workers to either adapt to the changes or lose their jobs. In the 18th century, for instance, skilled workers rose up in revolt to resist the Industrial Revolution.

We may not see similar protests today, but history should serve as a warning against the indiscriminate (不加考虑的) development and application of AI technology. AI can raise productivity and expand GDP, but it can also make non-adaptive workers jobless. In India, some technology workers employed in service outsourcing sector have already lost their jobs because of the increasing support from automation, robotics and big data analysis.

In their 2013 research, Michael Osborne from Oxford University and Carl Frey from Oxford Martin School estimated 47 percent of the jobs in the United States are “at risk” of being automated in the next 20 years. They said jobs in transportation and office and administrative support are at high risk of being automated.

Those estimates may sound thrilling and the impact of technological advancement may not be that serious, as it will also generate jobs, but still policymakers should consider how to better embrace the technological wave to bring benefits to both the economy and the people while taking action to minimize its negative impacts.

The government therefore needs to work with the corporate sectors and social organizations and allocate more resources to promote and improve training programs for potentially vulnerable workers and professionals, in order to make them more capable of adapting to the structural changes in industries and job markets in the future.

Regrettably, business leaders spent a lot of time talking about the potential contribution of AI to economies, but failed to give equal weight to the challenge of minimizing its potential impact on society, especially the job markets. Policymakers need to think more.

38. What does the underlined word “revolt” in Paragraph 2 probably mean?

- A. protest                      B. progress                      C. protection                      D. peace

39. What is Paragraph 3 mainly about?

- A. The great development of AI technology.  
B. The potential impact of AI technology on job market.  
C. The major achievements of research on AI technology.  
D. The scholars' prediction of the application of AI technology.

40. What is the author's attitude to the business leaders talking about the contribution of AI?

- A. approving                      B. objective                      C. unclear                      D. negative

41. Which of the following ways does the writer use to develop his argument?

- ① Giving definitions (下定义)                      ② Listing examples  
③ Using statistics                      ④ Making comparisons

- A. ①②③                      B. ②③④                      C. ①②④                      D. ①③④

第二节 阅读文章并回答问题。(共 11 小题; 42 -50 每小题 1 分, 51- 52 每小题 2 分, 共 13 分)

### The All-American Slurp

the first time our family was invited out to dinner in America, we disgraced ourselves while eating celery(芹菜). We had immigrated to this country from China, and during our early days here we had a hard time with American table manners.

In China we never ate celery uncooked, or any other kind of vegetable raw. We always had to clean the vegetables in boiling water first. When we were presented with our first relish tray, the raw celery caught us unprepared.

We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa. As our family of four sat stiffly in a row, my younger brother and I stole glances at our parents for a clue as to what to do next.

Mrs. Gleason offered the relish tray to Mother. The tray looked pretty, with its tiny red radishes, curly sticks of carrots, and long, slender stalks of pale green celery. "Do try some of the celery, Mrs. Lin," she said, "It's from a local farmer, and it's sweet."

Mother picked up one of the green stalks, and Father followed suit. Then I picked up a stalk, and my brother did too. So there we sat, each with a stalk of celery in our right hand.

Mrs. Gleason kept smiling. "Would you like to try some of the dip, Mrs. Lin? It's my own recipe: sour cream and onion flakes, with a dash of Tabasco sauce."

Most Chinese don't **care for** dairy products, and in those days I wasn't even ready to drink fresh milk. Sour cream sounded perfectly disgusting. Our family shook our heads in unison.

Mrs. Gleason went off with the relish tray to the other guests, and we carefully watched to see what they did. Everyone seemed to eat the raw vegetables quite happily.

Mother took a bite of her celery. Crunch. "It's not bad!" she whispered.

Father took a bite of his celery. Crunch. "Yes, it is good," he said, looking surprised.

I took a bite, and then my brother. Crunch, crunch. It was more than good; it was delicious. Raw celery has a slight sparkle, a zingy taste that you don't get in cooked celery. When Mrs. Gleason came around with the relish tray, we each took another stalk of celery, except my brother. He took two.

There was only one problem: long strings ran through the length of the stalk, and they got caught in my teeth. When I help my mother in kitchen, I always pull the strings out before slicing celery.

I pulled the strings out of my stalk. Z-z-zip, z-z-zip. My brother followed suit. Z-z-zip, z-z-zip, z-z-zip. To my left, my parents were taking care of their own stalks. Z-z-zip, z-z-zip, z-z-zip.

Suddenly I realized that there was dead silence except for our zipping. Looking up, I saw that the eyes of everyone in the room were on our family. Mr. and Mrs. Gleason, their daughter Meg, who was my friend and their neighbors the Badels—they were all staring at us as we busily pulled the strings of our celery.

That wasn't the end of it. Mrs. Gleason announced that dinner was **served** and invited us to the dining table. It was lavishly covered with plates of food, but we couldn't see any chairs around the table. So we helpfully carried over some dining chairs and sat down. All the other guests just stood there.

Mrs. Gleason bent down and whispered to us, "This is a buffet dinner. You help yourselves to some food and eat it in the living room."

Our family beat a retreat back to the sofa as if chased by enemy soldiers. For the rest of the evening, too embarrassed to go back to the dining table, I **nursed** a bit of potato salad on my plate.

Next day Meg and I got on the school bus together. I wasn't sure how she would feel about me after the spectacle our family made at the party. But she was just the same as usual, and the only reference she made to the party was, "Hope you and your folks got enough to eat last night. You certainly didn't take very much. Mom never tries to figure out how much food to prepare. She just puts everything on the table and hopes for the best."

I began to relax. The Gleasons' dinner party wasn't so different from a Chinese meal after all. My mother also puts everything on the table and hopes for the best.

The day **came** when my parents announced that they wanted to give a dinner party. We had invited Chinese friends to eat with us before, but this dinner was going to be different. In addition to a Chinese-American family, we were going to invite the Gleasons.

"Gee, I can hardly wait to have dinner at your house," Meg said to me. "I just love Chinese food."

That was a relief. Mother was a good cook, but I wasn't sure if people who ate sour cream would also eat chicken gizzards stewed in soy sauce.

Mother decided not to take a chance with chicken gizzards. Since we had western guests, she set the table with large dinner plates, Which we never used in Chinese meals. In fact we didn't use individual plates at all, but picked up food from plates in the middle of the table and brought it directly to our rice bowls. Following the practice of Chinese-American restaurant, mother also placed large serving spoons on the plates.

The dinner started well. Mrs. Gleason exclaimed at the beautifully arranged dishes of food: the colorful candied fruit in the sweet-and-sour pork dish, the noodle-thin shreds of chicken meat stir-fried with tiny peas, and the glistening pink prawns in a ginger sauce.

At first I was too busy enjoying my food to notice how the guests were doing. But soon I remembered my duties. Sometimes guests were too polite to help themselves and you had to serve them with more food.

I glanced at Meg, to see if she needed more food, and my eyes nearly popped out at the sight of her plate. It was piled with food: the sweet-and-sour meat pushed right against the chicken shreds, and the chicken sauce ran into the prawns. She had been taking food from a second dish before she finished eating her helping from the first!

Horried, I turned to look at Mr. Gleason. He was chasing a pea around his plate. Several times he got it to the edge, but when he tried to pick it up with his chopsticks, it rolled back toward the center of the plate again. Finally he put down his chopsticks and picked up the pea with his fingers. He really did! A grown man!

All of us, our family and the Chinese guests, stopped eating to watch the activities of the Gleasons. I wanted to giggle. Then I caught my mother's eyes on me. She frowned and shook her head slightly, and I understood the message: the Gleasons were not used to Chinese ways, and they were just coping the best they could. For some reason I thought of celery strings.

When the main courses were finished, Mother brought out a plate of fruit. "I hope you weren't expecting a sweet dessert," she said. "Since the Chinese don't eat dessert, I didn't think to prepare any."

"Oh, I couldn't possibly eat dessert!" cried Mrs. Gleason. "I'm simply stuffed!"

Meg had different ideas. When the table was cleared, she announced that she and I were going for a walk. "I don't know about you, but I feel like dessert," she told me, when we were outside. "Come on, there's a Dairy Queen down the street. I could use a big chocolate milkshake!"

Although I didn't really want anything more to eat, I insisted on paying for the milkshakes. After all, I was still hostess.

Meg got her large chocolate milkshake and I had a small one. Even so, she was finishing hers while I was only half done. Toward the end she pulled hard on her straws and went shloop, shloop.

"Do you always slurp when you eat a milkshake?" I asked, before I could stop myself from doing so.

Meg grinned. "Sure. All Americans slurp."

**Questions 42 to 46.** 根据文章内容判断下列表述。如果表达与文章内容一致，选 A 项；表达与文体内容不一致，选 B 项；文章中未提及表述的信息，则选 C 项。

42. After arriving at the house of the Gleasons for dinner, the Chinese family seemed to feel quite uneasy.
43. After the Chinese family were offered raw celery they were served with fresh milk.
44. When dinner was served, some guests stood there because the Chinese family did not carry over enough dining chairs.
45. When the Chinese family served dinner, Mr. Gleason was not good with chopsticks.
46. After the main courses were finished, Meg did not have the fruit that the Chinese mother prepared.

**Question 47 to 50.** 判断下列词汇在文章中的含义，并从表格中选择恰当的释义。

(提示: 8 个选项中有 4 项是多余的)

47. care for

48. serve

49. nurse

50. message

A. to like sb./sth.

B. to be useful for a particular purpose

C. a person whose job is to look after people who are ill or injured

D. the main or most important idea someone is trying to tell

E. to do things that keep something in good condition

F. to give someone food or drink

G. to hold sb./sth. Carefully in your arms or close to your body

H. a written or spoken piece of information that you send to sb.

**Question 51 to 52.**选择最佳答案。

51. The passage is mainly about\_\_\_\_\_.

A. difficulties in treating foreign guests to dinner

B. difficulties in adapting oneself to a new lifestyle

C. differences between American and Chinese food

D. differences in table manners between two cultures

52. The last two paragraphs of the passage suggest that\_\_\_\_\_.

A. every culture has its unique table manners

B. slurping is a habit shared by all Americans

C. every culture has something to be proud of

D. different cultures share similarities sometimes



长按识别关注

**第三部分：请依据课本原文精准填空(共 5 小题：每小题 2 分，共 10 分)**

53. Biology is my favorite subject, and my target is \_\_\_in biology at university.

54. I have a top 10 reading list and I try to\_\_\_\_\_.

55. What made him feel satisfied was that his students were able to read, speak and write in English, and they\_\_\_\_\_.

56. He contacted charity organizations about rebuilding the playground and\_\_\_\_\_.

57. It also \_\_\_\_\_and reduces the risk of serious health problems, as well as more common illnesses like colds.

**第四部分：小说阅读(共 10 小题:每小题 1 分，共 10 分)**

58. What drove Catherine to marry Edgar?

A. Her passionate nature.

B. Her social ambitions.

C. Her brother's approval.

D. Her hatred of Heathcliff.

59. Who told Lockwood the story of those who lived at Wuthering Heights?

A. Joseph.

B. Heathcliff.

C. Nelly.

D. Catherine.

60. After the death of his wife, Hindley\_\_\_\_\_.

A. committed suicide

B. fell into bad habits

C. left the farm and lived in London

D. changed his attitude to Heathcliff

61. How did Heathcliff take away Hindley's house?

A. Heathcliff sold fake gold coins to him.

B. Heathcliff won it by playing a card game.

C. Heathcliff promised to look after his son.



- D. Heathclif got married to Hindley's sister, Catherine.
62. Heathcliff took Thrushcross Grange by \_\_\_\_.
- A. forcing Catherine Linton to marry his son  
B. buying it from Edgar Linton  
C. killing Edgar Linton  
D. marrying Isabella
63. What is the ending of the book?
- A. Heathcliff spent his remaining years in comfort.  
B. Catherine Linton committed suicide.  
C. Heathcliff gave the two houses back to their rightful owners.  
D. Catherine Linton killed Heathcliff.
64. I took up a big stone and tried to thrust between his teeth, but the creature held on until the servants came running and took him by the collar
- A. raise      B. take      C. pull      D. push
65. But Nelly heard the creak of the gate and jumped to her feet, only narrowly saving the peas from being scattered over the path.
- A. Chosen      B. brought      C. held      D. spread
66. The surprise bewilders me- it will turn Miss Cathy's head!
- A. confuses      B. excites      C. inspires      D. disappoints
67. I was beginning to suspect that there were no birds and that the little minx had merely wanted to explore.
- A. ask      B. find      C. doubt      D. believe

#### 第五部分：书面表达(共 20 分)

假设你是红星中学高一（1）班的学生李华。上周末你们班参加了高中第一次校运会。请根据以下各图的先后顺序，用英语为校刊写一篇短文，介绍你班参与的全过程。文章开头已给出。

参考词汇：队列 parade; 看台 stand

Last weekend our school held a sports meeting.

