

高二英语

2023.11.01

命题: 高二英语备课组

(考试时间: 100 分钟, 试卷满分: 95 分)

第一部分: 知识运用 (共两节, 共 25 分)

第一节 完形填空 (共 10 小题; 每小题 1 分, 共 10 分)

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

When I was little, I'd play chess with my grandfather, and he'd smoke his cigar while telling me stories about growing up, pursuing dreams, and travelling around the world. Yet it was only after he passed away that I 1 how fast his stories had faded away.

Hence the importance of preserving 2 dawned on me, which ultimately changed my previous outlook on remembering our loved ones and the stories we share.

All too often, we take for granted the value that our family histories and personal experiences have had in our lives. They help to 3 who we are, providing markers of our growth. I believe to some degree we are all naturally 4 about our ancestry, but we can be stuck on knowing what questions to ask.

Full of regrets but armed with a newfound 5, I thought about solutions to help other people record the precious memories for those they love—before it's too late. As freelancer (自由职业者) platforms became mainstream, I discovered many highly qualified writers were 6 around the world, so I began matching ghostwriters (代笔者) with clients to help them write a book. Then, Story Tree, a memoir-writing service, was 7.

Since then, we have explored the power of stories and their ability to connect us with our past and 8 the present. It has been documented that learning more about one's family history has been linked to 9 emotional health, increasing compassion and providing a deeper sense of cultures and traditions.

Among all the heritage stories at Story Tree, family is a dominant theme. Other common themes are love, enterprising spirit, overcoming difficulty, and settling in new surroundings. However, 10 is a thread that always ties these together.

1. A. doubted B. imagined C. counted D. realized
2. A. hobbies B. relationships C. memories D. evidences
3. A. shape B. confirm C. present D. perfect
4. A. certain B. curious C. cautious D. confused
5. A. business B. relief C. purpose D. talent
6. A. available B. accessible C. admirable D. acceptable
7. A. approved B. found C. updated D. born
8. A. catch up with B. put up with C. make sense of D. take advantage of
9. A. boosting B. risking C. assessing D. monitoring
10. A. community B. family C. culture D. history

第二节 语法填空 (共 10 小题; 每小题 1.5 分, 共 15 分)

阅读下列短文。根据短文内容填空, 在未给提示词的空白处仅填写 1 个适当的单词, 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

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

B

Steam engines were used to pull the carriages and it must have been 15 (fair) unpleasant for the passengers, with all the smoke and noise. However, the railway quickly proved to be a great success and within six months, more than 25,000 people were using it every day. Later engineers managed to construct railways in a system of deep tunnels, 16 became known as the tube. The Central London Railway, one of the most successful of these new lines, 17 (open) in 1990.

C

Leaf-cutter ants are interesting. 18 (look) for leaves, the larger ants usually go out in groups. They bite off bits of leaves and carry them back. Watching these ants march in single file, carrying leaves, is quite a sight. These ants can carry a leaf that 19 (weigh) 20 times more than they do. The leaves 20 (collect) by the ants are not for eating. They are brought back so fungus (真菌) can grow on them. The fungus is the food for the ants.

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，并在答题纸上将该项涂黑。

A

The International Olympic Committee (IOC) Young Leaders programme empowers talents to make a positive difference in their communities through sport. Twenty-five Young Leaders are being selected every **two years** for a four-year period. They promote the Olympic values, spreading the message of sport for good.

To be an IOC Young Leader, you need to first complete the 4-Week Learning Sprint.

4-Week Learning Sprint

The 4-Week Learning Sprint, which will take place during November 2023, is a virtual learning programme. The sessions can be attended live or watched back after they are made available on the IOC channel. Each week, participants will be asked to complete a topic-specific reflection task.

The 4-Week Learning Sprint is open to anyone, with the target audience aged between 20 and 28.

After successfully completing the 4-Week Learning Sprint, you will need to submit a plan for a sport-based project, which you will work on if selected as an IOC Young Leader.

Requirements for the Applicants

- You have successfully completed the 4-Week Learning Sprint.
- You have completed your high school studies.
- You have at least one year of work experience.
- You have strong public speaking skills.
- You are self-motivated and committed.
- You are passionate about creating positive change in your community.
- You are open to being coached and advised by experts and peers.
- You are able to work with people from different backgrounds.

21. In the 4-Week Learning Sprint, participants will _____.

- A. create change in their community
- B. attend a virtual learning programme
- C. meet people from different backgrounds
- D. promote the IOC Young Leaders project

22. If selected as an IOC Young Leader, one will need to _____.

- A. complete a reflection task each week
- B. watch sports on the IOC channel
- C. work on a sport-based project
- D. coach and advise their peers

23. Which is a requirement for the applicants?

- A. Spreading the message of sport for good.
- B. Having at least one-year work experience.
- C. Showing great passion for project planning.
- D. Committing themselves to becoming an expert.

B

My name is Alice. Early last year, I was troubled by an anxiety that crippled (削弱) my ability to do anything. I felt like a storm cloud hung over me. For almost a year I struggled on, constantly staring at this wall that faced me. My perfectionist tendencies were the main root of this: I wanted to be perfect at whatever I did, which obviously in life is not possible, but it consumed me.

One day, I attended a presentation by wildlife conservationist Grant Brown at my high school. His presentation not only awed and inspired me, but also helped emerge an inner desire to make a difference in the world. I joined a pre-presentation dinner with him and that smaller setting allowed me to slowly build up my courage to speak one-on-one with him—an idea that had seemed completely impossible. This first contact was where my story began.

A month later, Brown invited me to attend the World Youth Wildlife Conference. Looking back, I now see that this would be the first in a series of timely opportunities that my old self would have let pass, but that this new and more confident Alice enthusiastically seized. Shortly after I received his invitation, applications to join the Youth for Nature and the Youth for Planet groups were sent around through my high school. I decided to commit to completing the applications, and soon I was a part of a growing global team of young people working to protect nature. Each of these new steps continued to grow my confidence.

I am writing this just six months since my journey began and I've realized that my biggest obstacle this whole time was myself. It was that voice in the back of my head telling me that one phrase that has stopped so many people from reaching their potential: I can't. They say good things come to those who wait; I say: grab every opportunity with everything you have and be impatient. After all, nature does not require our patience, but our action.

24. What was the main cause for Alice's anxiety?
A. Her inability to act her age. B. Her habit of consumption.
C. Her desire to be perfect. D. Her lack of inspiration.
25. How did Grant Brown's presentation influence Alice?
A. She decided to do something for nature.
B. She tasted the sweetness of friendship.
C. She learned about the harm of desire.
D. She built up her courage to speak up.
26. The activities Alice joined in helped her to become more _____.
A. intelligent B. confident C. innovative D. critical
27. What can we learn from this passage?
A. Practice makes perfect. B. Patience is a cure for anxiety.
C. Action is worry's worst enemy. D. Everything comes to those who wait.

Next Frontiers

Schoolbooks typically present explorers as intrepid (勇敢的) individuals who, for example, sail wooden ships to new lands. But today most explorers who are making fundamental discoveries are scientists. And whether the frontiers are tiny, like the human genome, or massive, like our deepest oceans, we still have much left to learn about planet Earth. The quests that modern scientists pursue rival (比得上) anything in a history book or an adventure novel.

Exploration is science in its most basic form—asking questions of the natural world and, we hope, using the answers for the betterment of everything on Earth.

Exploration has great value. It inspires us, widens our knowledge and gives us hope for a better future. And the practical payoffs can even be lifesaving. Scientists who spent decades exploring what was in the atmosphere found that over time the concentration of carbon dioxide was rising. Without that discovery, we humans would now be living like the proverbial frog in a pot of gradually heating water, unsure why the environment around us is changing, and slowly boiling to death.

The human drive to overcome challenges is an essential aspect of the human drive to explore, which, in most cases, spurs innovation. Early human submersibles that reached the bottom of the deepest ocean trenches made the trip just once, stressed by the enormous pressures there. But eventually a more stress-resistant deep-submergence vehicle, the Limiting Factor, allowed investor and undersea explorer Victor Vescovo to reach trench bottoms numerous times.

Now there are roughly 4,000 autonomous Argo floats across the world's oceans

that dive down to 2,000 feet and resurface every 10 days. Programmable vessels greatly expand our reach and reduce the risk to the people involved in exploration, allowing for the kind of discovery that the human body might limit. The Argo group will also deploy dozens of sensors every year that will gather biological and chemical data, leading to new observations about marine life.

Other institutions plan to search the seas in unison, sending data to guide ships that forward the information to researchers on shore. Ocean research groups have made it a priority to openly share their discoveries and data with the public and to inspire the next generation of young scientists. Anyone can go along for the ride—we can all be explorers. Maybe one day you'll explore the Great Barrier Reef, the desert, or a rain-forest canopy. Captain James T. Kirk began each episode of the original Star Trek television series by saying, "Space, the final frontier."

Not necessarily. We still have plenty to discover right here on Earth, and we eagerly await surprises from the newest worlds we find.

28. The example "proverbial frog" in Paragraph 3 is used to _____.
 - A. illustrate the significance of exploration
 - B. stress the importance of knowledge
 - C. argue for the necessity of innovation
 - D. show the impact of global warming
29. We can learn from Paragraph 4 and 5 that _____.
 - A. sea life observation is the final purpose of ocean exploration
 - B. the human desire to overcome challenges leads to innovation
 - C. the findings of ocean exploration are rather disappointing
 - D. new technologies push human exploration in the ocean
30. What can we infer from the passage?
 - A. Few modern scientists are true explorers.
 - B. The space will be human's final frontier.
 - C. Exploring is an in-born human quality.
 - D. Exploring the earth can still be fruitful.

D

Consider these facts: The tennis champion Williams sisters are a generation apart, according to the Pew Research Center. Venus, born in 1980, is labelled "Gen X"; Serena, born in 1981, is a "millennial". Meanwhile, Donald Trump and Michelle Obama both belong to the same generation. The former was born in 1946 while the latter was born in 1964, making them both "baby boomers".

Before you push these diverse personalities into generational stereotypes (刻板印象), let me stop you there: Just don't. Generation labels, although widely adopted by the public, have no basis in social reality. In fact, in one recent survey, most people did not identify the correct generation for themselves, even when they were shown a list of options.

This is not surprising since the labels are forced by survey researchers, journalists or marketing firms before the identities they are supposed to describe even exist. Instead of asking people which group they identify with and why, they just declare the labels and start making pronouncements about them. That's not how social identity works.

The practice of naming "generations" based on birth year goes back at least to the supposed "lost-generation" of the late 19th century. But as the tradition slid into a never-ending competition to be the first to propose the next name that sticks, it has produced gradually declining returns to social science and the public understanding.

The supposed boundaries between generations are no more meaningful than the names they've been given. There is no research identifying the appropriate boundaries between generations, and there is no statistical basis for requiring the sweeping character traits that are believed to define them. In one article you might read that millennials are "liberal lions", "downwardly mobile", and "distrustful", even though they also "get along well with their parents, respect their elders and work well with colleagues".

Ridiculous, clearly. But what's the harm? Aren't these labels just a bit of fun for writers? A method to attract readers and a way of communicating generational change, which no one would deny is a real phenomenon? We, in academic social science, study and teach social change, but we don't study and teach these labels because they simply aren't real. And in social science, reality still matters.

Worse than irrelevant, such baseless labels drive people toward stereotyping and thoughtless character judgment. Measuring and describing social change is essential, and it can be useful to analyze the historical period in which people were born and raised, but drawing random lines between birth years and assigning names to them doesn't help.

Today there are lots of good alternatives to label generations. We can simply describe people by the decade in which they were born and define generational groups specifically related to a particular issue—such as 2020 school kids. With the arrival of "Generation Z", there has never been a better time to get off this train.

31. What do the facts listed in Paragraph 1 imply?
- A. People with the same generation label may not be of similar age.
 - B. Different people have different opinions about generation labels.
 - C. Generational change can be measured by generation labels.
 - D. Generation labels are widely adopted by celebrities.
32. The underlined word “sticks” in Paragraph 4 probably means _____.
- A. is understood
 - B. is analyzed
 - C. is described
 - D. is accepted
33. According to the passage, the author may agree that _____.
- A. the generation label is a harmless device writers use to reflect reality
 - B. generation boundaries are more meaningful than generation labels
 - C. assigning character traits to a certain generation is misguided
 - D. journalists should find alternative ways to judge character
34. Which of the following would be the best title for the passage?
- A. Generation labels: It's high time to retire them
 - B. Generation labels: The ongoing debate will never end
 - C. Generation labels: What do they say about who we are?
 - D. Generation labels: Expand or bridge generational differences?

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。选项中有两项为多余选项。

How does it feel when you solve your problem by yourself? Things may not always go as planned, but being resourceful can help you stay calm and work your way out of tricky situations.

Being resourceful means finding smart and creative ways to solve a problem, using whatever resources you have at the time. 35 They can also be anything else that's useful, such as information, advice or your own experience. It also means trusting your instincts, the ability you're born with, rather than through training and being confident about your ability to face challenges. A resourceful person is not the one getting cross or panicking when something goes wrong. They're thinking about how to solve the problem.

36 When we learn to solve problems for ourselves rather than immediately going to others for help, it can help to build our confidence, help us feel more independent, and feel better about making decisions. Being resourceful may not help you avoid problems, but thinking creatively about how you can deal with them will make you feel less stressed and more prepared next time. 37 This can boost self-esteem, that is, how you feel about yourself.

When you're facing a challenge, try to focus on the actual problem rather than how you feel about it. Think about where and when it happened and what the causes are. Next, think up as many solutions to the problem as you can. 38 Finally, review what has and hasn't worked, so you're equipped to deal with a situation next time.

And remember, if you have a tricky problem that you're unable to solve, then ask a trusted adult for help. 39

- A. You also learn what you're good at.
- B. Here is how you can be more resourceful.
- C. These may be practical things like pens and paper.
- D. No one is expected to solve all problems by themselves.
- E. Resourcefulness is a skill that's good for you in lots of ways.
- F. They can be famous mottos that always inspire us to move on.
- G. Weigh up what's good and bad about each one and choose the best.

第三部分：单词拼写（请用一、二单元学过的单词完成，共5分）

40. Teachers should not judge a student depending on personal p_____.
41. Hearing the alarm, she d_____ herself out of bed, still half asleep.
42. They bought a big house in their hometown to make sure their parents could live _____ (舒服地) there.
43. Despite many i_____ to his feet in his career, Liu Xiang always remained determined and focused.
44. When you are having an interview, c_____ the interviewers of your enthusiasm for the job will be of benefit to you.

第四部分：书面表达（共两节，27分）

第一节 阅读表达（共4小题，第45、46小题各2分，第47小题3分，第48小题5分，共12分）阅读下面短文，根据题目要求回答问题。

Quiet the Complainier

For years, Jane Booth's mother made lengthy airing of complaints. It got so bad that Jane felt it was ruining the quality of their time together, so she finally spoke up and helped her mother realize how often she complained. It turned out that Jane's intervention not only helped her mother—it also helped their relationship.

You may not be as direct as Jane was to her mother, but there are other ways to get a constant complainer to end. To be effective, it helps to correct misbeliefs about complaining in the first place. In fact, even the kindest, most considerate people complain. And complaining doesn't always have a negative impact. Sometimes, complaining can change an unfavorable situation into a more desirable one. Other times, it can foster new relationships with people we don't know well.

The problems start when complaining becomes the default mode (默认模式).

“When we have a need to be heard, we repeat ourselves,” says Dian Killian, a life coach. “the satisfaction for frequent complainers comes from attention, so they are never satisfied with any suggestion to address the problems that they highlight. resolution isn’t their aim.”

So, how do you quiet a constant complainer, for the sake of your health and his?

Change the subject. Some complainers will switch gears if you shift the conversation in a direction that interests them.

Summarize the complaint. If your complainer keeps repeating himself, he may stop if you demonstrate that you’re listening.

Challenge the person to act. When a constant complainer tells you about his latest problem, ask nicely what he’s done to improve it.

Be honest. When you have things to do, tell the complainer that you must cut the conversation short—especially if it’s someone who’s complained to you many times before.

When someone stresses you out with lots of negativity, it’s important to talk about the problem. Otherwise, if you bottle up your feelings and continue listening to repeated complaints, you may grow annoyed or start avoiding the person.

Remember: Quieting a constant complainer can be beneficial to both of you.

45. What did Jane Booth do to stop her mother complaining?

46. According to Paragraph 2, what are the misbeliefs about complaining?

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

• *Complaining frequently is a way that people ask for suggestions for their problems.*

48. Your friend has been constantly complaining about almost everything in life. What would you do to help him? (about 40 words)

第二节 写作 (共 15 分)

假设你是红星中学高二学生李华。你正在组建关于人生规划的研究性学习小组,请你用英文给你班外教 Jim 写一封电子邮件,邀请他担任你们的导师。内容包括:

1. 介绍研究的具体内容和意义;
2. 说明邀请原因。

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: 研究性学习 research-based learning

人生规划 life planning

Dear Jim,

Yours,
Li Hua

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