

2019 北京海淀高三一模

英 语

2019. 04

本试卷共 10 页，共 120 分。考试时长 100 分钟。考生务必将答案答在答题纸上，在试卷上作答无效。考试结束后，将答题纸交回。

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 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

Old Tom had four sons. He wanted them 1 (learn) not to judge things too quickly. So he sent them to look at an apple tree in different seasons. The first son went in winter, the second in spring, the third in summer, and the youngest in autumn. When they all came back, he called them together to describe 2 they had seen. The sons had different 3 (opinion). Tom then told them that they shouldn't judge a tree, or a person, by only one season.

B

Everyone 4 (love) snow. But when school stays open despite the snow, it can be really annoying. However, there is one upside of going to school 5 a cold winter day: you might be smarter. So far, researchers who study the brain 6 (find) that cold temperatures make us think more quickly since messages travel faster among our brain cells. So the scientists say 7 (hang) out on a cold morning may boost the result of any test that day.

C

A black hole is a spot in space that has 8 (power) gravity. Its gravity is so strong that it pulls everything nearby into it, stars, planets and other things. Black holes form when a star dies. When that happens, a huge amount of matter crowds into a very small space, 9 becomes very dense. Black holes 10 (talk) about in 1783 first. That year, one scientist said that in the universe, there might be places with strong gravity to trap light, although he didn't use the term "black hole".

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，并在答题纸上将该项涂黑。

My Perfect Imperfect Life

A few years ago, I was standing at the barre (扶手杠) waiting for my adult ballet class when I heard a voice behind me. "So, do you have this perfect life?"

My first reaction was to 11 who was being asked such an odd question. Then I remembered there were only two of us in the room. When I turned 12 , the other woman was looking straight at me.

I had no idea how to answer it. Was she 13 ? Who has a perfect life? Sure, occasionally I did find the perfect dress or the perfect pair of shoes, 14 never

would I use that word to describe anything about me or my life. I felt a twinge of guilt for somehow giving her that 15.

She watched me. I finally 16 to whisper a quick “No”.

By then, the teacher had entered the room and turned on the music to start class. With a sigh of 17, I moved my feet into the best position. But as soon as my knees bent for our first pose, I realized my 18 had been disturbed. This woman’s words wouldn’t 19 echoing in my thoughts.

I wanted to know how she came up with her very mistaken 20. If she knew anything about my life, she never would have had the 21 to ask me that question.

I did my best to do our floor exercises in front of the mirror. For a few moments, I didn’t see the usual 22 of my older self attempting to use a beautiful art form to 23 my gracefulness. I only saw the little girl whose father died when she was two, the child who walked home from elementary school every day to an empty house, who learned to sew her own clothes to 24 money.

Perfect. My life had been far from it.

When those memories 25, I was left with a vision of the woman I had become, the woman 26 by all those things I considered imperfect. I now saw the woman who had learned to be self-reliant, who 27 her family and her friends, who didn’t take life for granted. Was that the “perfect” this woman had detected?

I still don’t know, but I no longer feel 28 or feel like I must keep track of all the difficult times to prove my life isn’t 29. If ever again asked whether my life is perfect, I would have a different 30. Because now I see that, despite all its imperfection, it is.

- | | | | |
|----------------------|----------------|---------------|----------------|
| 11. A. notice | B. understand | C. wonder | D. expect |
| 12. A. up | B. away | C. over | D. around |
| 13. A. fair | B. serious | C. anxious | D. wise |
| 14. A. but | B. or | C. for | D. and |
| 15. A. intention | B. instruction | C. impression | D. information |
| 16. A. learned | B. managed | C. agreed | D. planned |
| 17. A. sadness | B. surprise | C. pleasure | D. relief |
| 18. A. concentration | B. patience | C. confidence | D. effort |
| 19. A. escape | B. keep | C. stop | D. stand |
| 20. A. idea | B. advice | C. reason | D. theory |
| 21. A. right | B. urge | C. excuse | D. honor |
| 22. A. reflection | B. preference | C. appearance | D. expression |
| 23. A. experience | B. describe | C. replace | D. improve |
| 24. A. collect | B. earn | C. spend | D. save |
| 25. A. faded | B. failed | C. floated | D. flashed |
| 26. A. buried | B. shaped | C. watched | D. followed |
| 27. A. changed | B. welcomed | C. valued | D. protected |
| 28. A. worried | B. guilty | C. cautious | D. desperate |
| 29. A. comfortable | B. ordinary | C. perfect | D. meaningful |
| 30. A. solution | B. message | C. approach | D. answer |

第二部分：阅读理解（共两节，40分）

第一节（共15小题；每小题2分，共30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

Ray Tokuda, a 54-year-old Japanese American, is proud of the title his school has given him. He is a Shifu, a Chinese word literally meaning a master, mentor or senior practitioner of martial arts.



Tokuda has reason to be proud. He has been involved with Chinese martial arts for almost four decades. After learning them at the martial arts school in New Mexico State, today he is among the most experienced kung fu teachers of the school.

Practicing martial arts two to three hours and helping students improve their skills have become Tokuda's daily routine. He expects to practice and teach martial arts for the rest of his life. "I'm still learning. It's worth more than a lifetime to learn Chinese martial arts," he said. "Once I started, I just couldn't stop. I think it's also the magic of Chinese culture."

Tokuda was sent to the martial arts school when he was 10. He still remembers how unwilling he was when starting out. "My father had always wanted to learn Chinese martial arts but never got the chance, so he put his kid in," he said. "I was so afraid at that time because I thought kung fu was all about fighting."

But things changed after he learned that martial arts were more than punching and kicking.

"One of the things martial arts teach me is overcoming adversity," Tokuda said. "As a little kid, my first lesson was like, oh, look, this is a thing that I can get through by diligence, perseverance (毅力) and dedication, and that was priceless for my life."

Learning Chinese martial arts opened a gateway for him to better understand Chinese culture because he could hear a lot of ancient Chinese kung fu-related stories. "It is like in America, where we hear stories about knights in shining armor and King Arthur and noble deeds done," he said. "I feel martial arts preserve something of ancient China that can't be found in books. They are sort of an oral history."

Tokuda has also been invited to various events in his home state to showcase traditional Chinese culture, including the dragon dance and lion dance, which he also learnt at the martial arts school. Because of this, he is now considered a cultural envoy (使者) in the eyes of the public.

31. Tokuda didn't want to learn kung fu because he had thought it was _____.

- A. practical B. magical C. violent D. difficult

32. From the passage, what can we learn about Tokuda?

- A. He learnt martial arts from his father.
B. He is the founder of the kung fu school.

- A. giving names to the photos kept in their smartphones
B. collecting information previously entered in the phone
C. providing the information of a person when they first meet
D. showing the person's information when it spots a stored face
37. What can we learn about SocialRecall from the passage?
- A. It may put people's privacy at risk.
B. It has caused unintended consequences.
C. It can prevent some communication disorders.
D. It is praised by users for its protective measures.

C

GOING TO UNIVERSITY is supposed to be a mind-broadening experience. That statement is probably made in comparison to training for work straight after school, which might not be so encouraging. But is it actually true? Jessika Golle of the University of Tübingen, in Germany, thought she would try to find out. Her result, however, is not quite what might be expected. As she reports in *Psychological Science* this week, she found that those who have been to university do indeed seem to leave with broader and more inquiring minds than those who have spent their immediate post-school years in vocational (职业的) training for work. However, it was not the case that university broadened minds. Rather, work seemed to narrow them.

Dr. Golle came to this conclusion after she and a team of colleagues studied the early careers of 2,095 German youngsters. The team used two standardized tests to assess their volunteers. One was of personality traits, including openness, conscientiousness (认真) and so on. The other was of attitudes, such as realistic, investigative and enterprising. They administered both tests twice—once towards the end of each volunteer's time at school, and then again six years later. Of the original group, 382 were on the intermediate track, from which there was a choice between the academic and vocational routes, and it was on these that the researchers focused. University beckoned for 212 of them. The remaining 170 chose vocational training and a job.

When it came to the second round of tests, Dr. Golle found that the personalities of those who had gone to university had not changed significantly. Those who had undergone vocational training and then got jobs were not that much changed in personality, either—except in one crucial respect. They had become more conscientious.

That sounds like a good thing, certainly compared with the common public image of undergraduates as a bunch of lazybones. But changes in attitude that the researchers recorded were rather worrying. In the university group, again, none were detectable. But those who had chosen the vocational route showed marked drops in interest in tasks that are investigative and enterprising in nature. And that might restrict their choice of careers.

Some investigative and enterprising jobs, such as scientific research, are, indeed beyond the degreeless. But many, particularly in Germany, with its tradition of vocational training, are not. The researchers mention, for example, computer

programmers and finance-sector workers as careers requiring these traits. If Dr. Golle is correct, and changes in attitude brought about by the very training Germany prides itself on are narrowing people's choices, that is indeed a matter worthy of serious consideration.

38. Which of the following can best replace “beckoned for” in Paragraph 2?
A. Examined. B. Attracted. C. Organized. D. Recognized.
39. What can we learn from the research?
A. The degreeless have not changed in personalities.
B. Going to university is a mind-broadening experience.
C. Working straight after school narrows people's minds.
D. College students pride themselves on their education.
40. According to the last two paragraphs, _____.
A. college students enjoy a very good public image
B. the undergraduates have changed significantly in attitude
C. the degreeless are much better at dealing with challenging tasks
D. people show less interest in investigative jobs due to vocational training
41. What is the author's attitude towards the finding?
A. Concerned. B. Optimistic. C. Unclear. D. Sceptical.

D

Smile! It makes everyone in the room feel better because they, consciously or unconsciously, are smiling with you. Growing evidence shows that an instinct for facial mimicry(模仿) allows us to empathize with and even experience other people's feelings. If we can't mirror another person's face, it limits our ability to read and properly react to their expressions. A review of this emotional mirroring appears on February 11 in *Trends in Cognitive Sciences*.

In their paper, Paula Niedenthal and Adrienne Wood, social psychologists at the University of Wisconsin, describe how people in social situations copy others' facial expressions to create emotional responses in themselves. For example, if you're with a friend who looks sad, you might “try on” that sad face yourself without realizing you're doing so. In “trying on” your friend's expression, it helps you to recognize what they're feeling by associating it with times in the past when you made that expression. Humans get this emotional meaning from facial expressions in a matter of only a few hundred milliseconds.

“You reflect on your emotional feelings and then you generate some sort of recognition judgment, and the most important thing that results in is that you take the appropriate action—you approach the person or you avoid the person,” Niedenthal says. “Your own emotional reaction to the face changes your perception of how you see the face in such a way that provides you with more information about what it means.”

A person's ability to recognize and “share” others' emotions can be prevented when they can't mimic faces. This is a common complaint for people with motor diseases, like facial paralysis(瘫痪) from a stroke, or even due to nerve damage from plastic surgery. Niedenthal notes that the same would not be true for

people who suffer from paralysis from birth, because if you' ve never had the ability to mimic facial expressions, you will have developed compensatory ways of interpreting emotions.

People with social disorders associated with mimicry or emotion-recognition damage, like autism(自闭症), can experience similar challenges. "There are some symptoms in autism where lack of facial mimicry may in part be due to limitation of eye contact," Niedenthal says.

Niedenthal next wants to explore what part in the brain is functioning to help with facial expression recognition. A better understanding of that part, she says, will give us a better idea of how to treat related disorders.

42. According to the passage, facial mimicry helps _____.
- A. experience one' s own feelings clearly B. change others' emotions quickly
- C. respond to others' expressions properly D. develop friendship with others easily
43. We can know from Paragraph 4 and 5 that _____.
- A. people with motor diseases may also suffer from autism
- B. people born with facial paralysis may still recognize emotions
- C. people with social disorders can' t have eye contact with others
- D. people receiving plastic surgery have difficulty in mimicking faces
44. According to Niedenthal, the next step of the study will focus on _____.
- A. how we can treat brain disorders
- B. what can be done to regain facial mimicry
- C. how our brain helps us with emotional mirroring
- D. what part of our brain helps recognize facial expression
45. The passage is written to _____.
- A. discuss how people react positively to others' smiles
- B. draw people' s attention to those with social disorders
- C. introduce a new trend in facial expression recognition
- D. explain how emotional mirroring affects people' s empathy

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。

Benefits of Sports

Doing sports is a physical, mental and social adventure. It' s a great way for children to take a break from academics and release extra energy. It also helps them lead fuller and happier lives as regular sports have proven to improve overall well-being.

The physical benefits of doing sports are probably the most obvious. Regardless of your fitness level when you start playing sports, you' ll notice an increase in your overall fitness once you' re involved. _____46_____ Basketball players focus on strength training; football players work on speed while track

athletes train through longer runs. The training process helps promote physical fitness and performances in competitions.

___47___ Playing sports contributes to mental health, helping to increase confidence and self-worth. A pat on the back, high-five from a teammate, or handshake after a match really boosts a child's confidence. Words of praise and encouragement from the coach, parents and other players raise the self-worth. ___48___ So after a game, it's a better idea to ask "Did you enjoy the game?" rather than "Did you win?"

Children who participate in sports might also benefit from the social aspect, feeling part of a group, building up accountability and leadership. ___49___ Teamwork involves both being dependable as a teammate and learning to rely on your teammates to achieve a positive outcome. Teamwork breeds accountability and challenges you to be responsible for your actions. Being part of a team gives you an opportunity to be a leader.

Discipline is another social advantage. Most organized sports require a strict training and practice schedule. As a student-athlete, you need to balance academics and athletics. ___50___

There is no shortage of reasons to find a sport to get involved in. Are you ready to go? Pick one and get moving!

- A. It's not just your body that benefits from sports.
- B. Therefore, playing sports is going to make you more fit.
- C. But remember, a child's self-worth should not be distinguished by victory or loss.
- D. If you play group sports, you'll be part of a team that takes direction from a coach.
- E. Nearly every sport requires physical activity and the skills needed to be competitive.
- F. Among these, learning how to function as part of a team is the most important advantage.
- G. Only with strict discipline can you be successful both in the classroom and in the sports field.

第三部分：书面表达（共两节，35分）

第一节（15分）

假设你是红星中学高三学生李华，你的英国朋友 Jim 在给你的邮件中提到他暑假将来北京参加“外国人唱中国歌大赛”，希望你为他推荐一首中文歌曲。请给他回邮件，内容包括：

1. 推荐曲目；
2. 推荐理由；
3. 你的祝愿。

注意：1. 词数不少于 50；

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纸指定区域内)

第二节 (20 分)

假设你是红星中学高三学生李华, 请根据以下四幅图的先后顺序, 以“A New Way to Explore the Forbidden City”为题, 用英语写一篇短文向校刊“英语园地”投稿, 记述上周末你带英国朋友 Jim 游览故宫的全过程。

注意: 词数不少于 60。

提示词: 二维码 QR code



(请务必将作文写在答题纸指定区域内)

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