

# 西城区高三统一测试试卷

## 英语

2024.4

### 第一部分：知识运用（共两节，30分）

#### 第一节（共10小题；每小题1.5分，共15分）

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

When Susan was a high school senior, her English teacher Mr. DiMeo gave the class a challenging task: Recite a poem in front of the whole class.

"I had a mild stutter (结巴). I'd be 1 to get a word out that might begin with 'D' or 'TH', or I might say 'the' three times," Susan said. The thought of getting up in front of her classmates and stuttering through the poem was too much to 2.

Susan went home and 3 how scared she was to her mom, who agreed to write a note asking for her to be 4 from doing the task in front of the whole class.

When the day of the recitation came, Susan recited the poem one-on-one to Mr. DiMeo. 5 she was done, Mr. DiMeo said something she'd never heard before: that he liked listening to her voice. For the first time, she considered the possibility that public speaking didn't have to be a source of 6.

Susan went on to graduate from high school and go to college. She never got to properly thank Mr. DiMeo. But sometime after college, she 7 a job as a corporate trainer. The new position made her realize how big a (n) 8 he had had on her confidence.

"I stand up in front of people and speak, and I do it all the time. If I do stutter once in a while, no big deal," she said. Susan recently found a way to 9 her former teacher, and plans on sending him a letter expressing her appreciation.

In her mind, Mr. DiMeo is an unsung hero, because he's a big reason why she has a successful career and life. "I don't know where I would've gone if I felt like I had to keep my voice 10 because I was afraid of embarrassing myself. I'd like to thank him for that kindness."

- |    |               |               |               |                |
|----|---------------|---------------|---------------|----------------|
| 1. | A. continuing | B. struggling | C. pretending | D. hoping      |
| 2. | A. share      | B. express    | C. find       | D. bear        |
| 3. | A. taught     | B. proved     | C. revealed   | D. promised    |
| 4. | A. excused    | B. prohibited | C. corrected  | D. discouraged |
| 5. | A. While      | B. Although   | C. Unless     | D. Once        |
| 6. | A. jealousy   | B. worry      | C. boredom    | D. loneliness  |
| 7. | A. wanted     | B. offered    | C. landed     | D. created     |

8. A. impact                      B. idea                      C. choice                      D. stress
9. A. judge                      B. contact                      C. study                      D. interview
10. A. sweet                      B. loud                      C. quiet                      D. deep

**第二节（共 10 小题；每小题 1.5 分，共 15 分）**

阅读下列短文，根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。请在答题卡指定区域作答。

**A**

I'll never forget my first visit to China. Mum encouraged me to try different kinds of food, and I did! I loved everything. But just when I thought I could deal with all Chinese food, I came across stinky tofu. A horrible grey thing that looked and smelt like a burnt sports shoe. "You needn't try it   11   you don't want to," Mum said. But I   12   (gather) all my courage to take a bite and was amazed to find it wasn't so bad. It reminded me of blue cheese, a similarly strong smelling type of food you either love or hate. Maybe I   13   (fall) in love with stinky tofu-someday.

**B**

The 5-Second Rule suggests food is OK to eat if you pick it up   14   five seconds or less. Believe it or not, scientists have tested the rule. We're sorry to report it's not necessarily true. Bacteria can attach   15   (it) to your food instantly, regardless of how quickly it   16   (pick) up. Food left there for five seconds or less will probably collect less bacteria than food sitting there for a longer time, but fast may not be fast enough. Floors, even clean-looking ones, harbor bacteria. Ultimately, if in doubt, abandon the food   17   (avoid) potential illness.

**C**

Your hometown could affect your navigational (导航的) skills. New research indicates that individuals   18   (raise) in cities with structured street patterns may encounter difficulties in navigation compared to those from rural areas with more organic layouts. This conclusion was drawn from a study   19   (involve) players of a mobile game about sea,   20   tests 3-D navigation skills. However, there's hope for city residents: an urban version of the game showed slight improvements for them.

**第二部分：阅读理解（共两节，38 分）**

**第一节（共 14 小题；每小题 2 分，共 28 分）**

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

**A**

**Discovery Pass**

**With a NSW TrainLink Discovery Pass, you can**



As this year draws to a close, I still remember the fear I felt on a bright Saturday morning in late September, at a five-kilometer race in Clarkston, Georgia, as I waited for my 11-year-old son at the finish line.

I knew he could run a 5k in about 30 minutes. When I didn't see him at the 35-minute mark, I began to wonder what had gone wrong. Had he gotten lost? Was he hit by a car? About an hour earlier, when we drove into town, my son noticed an insect on my car. It was bright green, no longer than a fingernail. And it was friendly. This little green thing hopped onto my son's finger, where it stayed for a long, long time. It stayed so long that we eventually gave it a name: Little Friend.

A few minutes before the race, Little Friend jumped off my son's hand and landed on the sidewalk. But pedestrian traffic was heavy and unpredictable. Little Friend was in danger. So my son knelt and reached out his hand. Little Friend came back.

The race was about to start, and the tiny green insect was in for a wild ride. My son would run fast, and the race would be long, and his arms would swing, and Little Friend would eventually be shaken off.

"You will lose Little Friend," I told him.

My son nodded, treating the moment with appropriate seriousness.

The race began, and I lost sight of him.

The excitement at the finish line gave way to anxiety when my son did not show up.

I kept asking people if they'd seen him. No one had. And beyond the 40-minute mark, I was in a panic.

But there he was, thank goodness, just ahead of the 45-minute mark.

And there was Little Friend, riding on the upper crook of his right thumb like a very small captain on a very tall ship.

My predictions had been wrong. My son had not run fast, and he had not lost Little Friend. And these two facts seemed somehow related. He blamed a cold he was getting over. I suspected it was more than that, but I didn't question him too much about it.

We walked back to the car, smiling, and found some bushes in the parking lot that seemed like a good place for my son to drop off Little Friend.

"Be free," my son said, and gently put it in the bushes.

My son knew the truth. Sometimes life gives you something beautiful, a fragile, short-lived treasure in your hand. There is no need to rush ahead. Treat it gently. Enjoy each moment. Hold on while you can.

One day my son will leave too, running off on his own adventure.

24. How did the writer probably feel when he finally saw his son appear in sight?

A. Relieved.      B. Depressed.      C. Satisfied.      D. Disappointed.

25. The son failed to run as fast as his father had expected probably because \_\_\_\_.

A. he was lost      B. he was recovering from a cold  
C. he was afraid to lose the tiny insect      D. he was slowed down by the heavy traffic

26. As for the way his son treated Little Friend, the writer is \_\_\_\_\_.  
A. indifferent                      B. anxious                      C. appreciative                      D. doubtful
27. What will the writer most probably do after the race?  
A. Treasure every moment he has with his son.  
B. Encourage his son to take more adventures.  
C. Tell his son to take races seriously.  
D. Get more insects for his son.

C

Evan Selinger, professor in RIT's Department of Philosophy, has taken an interest in the ethics (伦理标准) of AI and the policy gaps that need to be filled in. Through a humanities viewpoint, Selinger asks the questions, "How can AI cause harm, and what can governments and companies creating AI programs do to address and manage it?" Answering them, he explained, requires an interdisciplinary approach.

"AI ethics go beyond technical fixes. Philosophers and other humanities experts are uniquely skilled to address the nuanced (微妙的) principles, value conflicts, and power dynamics. These skills aren't just crucial for addressing current issues. We desperately need them to promote anticipatory (先行的) governance," said Selinger.

One example that illustrates how philosophy and humanities experts can help guide these new, rapidly growing technologies is Selinger's work collaborating with a special AI project. "One of the skills I bring to the table is identifying core ethical issues in emerging technologies that haven't been built or used by the public. We can take preventative steps to limit risk, including changing how the technology is designed," said Selinger.

Taking these preventative steps and regularly reassessing what risks need addressing is part of the ongoing journey in pursuit of creating responsible AI. Selinger explains that there isn't a step-by-step approach for good governance. "AI ethics have core values and principles, but there's endless disagreement about interpreting and applying them and creating meaningful accountability mechanisms," said Selinger. "Some people are rightly worried that AI can become integrated into 'ethics washing'-weak checklists, flowery mission statements, and empty rhetoric that covers over abuses of power. Fortunately, I've had great conversations about this issue, including with some experts, on why it is important to consider a range of positions."

Some of Selinger's recent research has focused on the back-end issues with developing AI, such as the human impact that comes with testing AI chatbots before they're released to the public. Other issues focus on policy, such as what to do about the dangers posed by facial recognition and other automated surveillance (监视) approaches.

Selinger is making sure his students are informed about the ongoing industry conversations on AI ethics and responsible AI. "Students are going to be future tech leaders. Now is the time to help them think about

what goals their companies should have and the costs of minimizing ethical concerns. Beyond social costs, downplaying ethics can negatively impact corporate culture and hiring," said Selinger. "To attract top talent, you need to consider whether your company matches their interests and hopes for the future."

28. Selinger advocates an interdisciplinary approach because \_\_\_\_.

- A. humanities experts possess skills essential for AI ethics
- B. it demonstrates the power of anticipatory governance
- C. AI ethics heavily depends on technological solutions
- D. it can avoid social conflicts and pressing issues

29. To promote responsible AI, Selinger believes we should \_\_\_\_\_.

- A. adopt a systematic approach
- B. apply innovative technologies
- C. anticipate ethical risks beforehand
- D. establish accountability mechanisms

30. What can be inferred from the last two paragraphs?

- A. More companies will use AI to attract top talent.
- B. Understanding AI ethics will help students in the future.
- C. Selinger favors companies that match his students' values.
- D. Selinger is likely to focus on back-end issues such as policy.

#### D

While some allergies(过敏症) disappear over time or with treatment, others last a lifetime. For decades, scientists have been searching for the source of these lifetime allergies.

Recently, researchers found that memory B cells may be involved. These cells produce a different class of antibodies known as IgG, which ward off viral infections. But no one had identified exactly which of those cells were recalling allergens or how they switched to making the IgE antibodies responsible for allergies. To uncover the mysterious cells, two research teams took a deep dive into the immune (免疫的) cells of people with allergies and some without.

Immunologist Joshua Koenig and colleagues examined more than 90,000 memory B cells from six people with birch allergies, four people allergic to dust mites and five people with no allergies. Using a technique called RNA sequencing, the team identified specific memory B cells, which they named MBC2s, that make antibodies and proteins associated with the immune response that causes allergies.

In another experiment, Koenig and colleagues used a peanut protein to go fishing for memory B cells from people with peanut allergies. The team pulled out the same type of cells found in people with birch and dust mite allergies. In people with peanut allergies, those cells increased in number and produced IgE antibodies as the people started treatment to desensitize them to peanut allergens.

Another group led by Maria Curotto de Lafaille, an immunologist at the Icahn School of Medicine at Mount Sinai in New York City, also found that similar cells were more plentiful in 58 children allergic to peanuts than in 13 kids without allergies. The team found that the cells are ready to switch from making

protective IgG antibodies to allergy-causing IgE antibodies. Even before the switch, the cells were making RNA for IgE but didn't produce the protein. Making that RNA enables the cells to switch the type of antibodies they make when they encounter allergens. The signal to switch partially depends on a protein called JAK, the group discovered. "Stopping JAK from sending the signal could help prevent the memory cells from switching to IgE production," Lafaille says. She also predicts that allergists may be able to examine aspects of these memory cells to forecast whether a patient's allergy is likely to last or disappear with time or treatment.

"Knowing which population of cells store allergies in long-term memory may eventually help scientists identify other ways to kill the allergy cells," says Cecilia Berin, an immunologist at Northwestern University Feinberg School of Medicine. "You could potentially get rid of not only your peanut allergy but also all of your allergies."

31. Why did scientists investigate the immune cells of individuals with and without allergies?

- A. To explore the distinctions between IgG and IgE.
- B. To uncover new antibodies known as IgG and IgE.
- C. To identify cells responsible for defending against allergies.
- D. To reveal cells associated with the development of allergies.

32. What does the word "desensitize" underlined in Paragraph 4 most probably mean?

- A. Make. . . less destructive.
- B. Make. . . less responsive.
- C. Make. . . less protective.
- D. Make. . . less effective.

33. What can we learn from the two research teams' work?

- A. MBC2s make antibodies and proteins that prevent allergies.
- B. Memory B cells generate both RNA for IgE and the corresponding protein.
- C. JAK plays a role in controlling antibody production when exposed to allergens.
- D. Allergists are capable of predicting whether an allergy will last or disappear.

34. Which could be the best title for the passage?

- A. RNA Sequencing Is Applied in Immunology Research
- B. Specific Cells Related to Peanut Allergies Are Identified
- C. Unmasking Cells' Identities Helps Diagnose and Treat Allergies
- D. Newfound Immune Cells Are Responsible for Long-lasting Allergies

## 第二节（共 5 小题；每小题 2 分，共 10 分）

根据短文内容，从短文后的七个选项中选出能填入空白处的最佳选项，并在答题卡上将该项涂黑。选项中有两项为多余选项。

Most of us are actually terrible at giving gifts. About \$70 billion worth of presents are returned every year in the U. S. 35 Here are three ways to improve your gift-giving game around the holidays.

Stop trying to make your gifts so delightful. 36 We want something from giving: those looks

of delight. Those exclamations. This is why items like hyper-specific kitchen gadgets and fancy vintage clocks all seem like fantastic gifts. But it turns out, recipients often want things that are far more practical—things they can actually use.

\_\_\_37\_\_\_ Just give people what they ask for. A study looked at Amazon wish lists to determine if people were more appreciative of gifts from the list versus gifts that were total surprises. It turned out that people who got gifts that weren't on their list considered them as less thoughtful and less personal. \_\_\_38\_\_\_

How can we create a gift-giving plan that is as emotional as we desire? Humans love to feel connected. And one way we do that is by sharing interests with others. So if you want to learn how to give better gifts, put yourself in the recipient's shoes and try to think of something you both share. Maybe it's the love for a sport, drinking wine, or some other hobby. \_\_\_39\_\_\_ And because you picked something you share, they will feel more connected to you and appreciate your gift more.

- A. So how do we get less terrible?
- B. Surprise is overrated—we're happier to get what we ask for.
- C. So what's the most practical gift you can give that people might actually be grateful for?
- D. The long-term pleasure of the receiver may not be observed and therefore is discounted.
- E. Once you've found a shared interest, go and find a useful gift related to this interest.
- F. What recipients care about is how much value they're going to get from the gift over a longer time period.
- G. Research has shown that givers are consumed by the moment of unwrapping a gift even more than the gift itself.

### 第三部分：书面表达（共两节，32分）

#### 第一节（共4小题；第40、41题各2分，第42题3分，第43题5分，共12分）

阅读下面短文，根据题目要求用英文回答问题。请在答题卡指定区域作答。

In a fast-paced world, where stress and mental tiredness seem commonplace, we're constantly looking for new ways to unwind. People may carry out a variety of activities to help them relax. But what about the birdsongs or other nature sounds? Could they also help people to let go of the tensions of modern life?

According to a study by King's College London in 2022, seeing or hearing birds could help to boost the mental wellbeing of people. Taking a trip to places rich in birdlife like parks, forests and canals and encountering birds singing to each other in the trees could even help to treat some mental health conditions. And it's not just birds that could have a curative effect on our moods. Another study conducted by the National Trust compared the effects of woodland sounds with voiced meditation（冥想）apps. The study found listening to birdsong as well as other woodland sounds like leaves crunching underfoot or the gentle flow of a stream boosted feelings of relaxation 30% more than the apps do. Other sounds which may help to cool people down are waves lapping on the shore, gentle wind, and light rainfall.

However, not all of us live in rural surroundings, and depending on where we live, a trip to the countryside to see birds may not be an option. But could the nature sounds that originate there still help you? According to research by California Polytechnic State University, even a recording of the sounds of birds had a profound effect on people's mood, while other studies saw people listening to soundscapes of the coast and forests with similar outcomes to their wellbeing.

So, wherever you live, you can access the wonderful sounds of birds and nature during a stroll through a wood or via some headphones. And maybe listening to the chirps, trills, warbles and whistles of some birds could help you to relax after a long, hard day.

40. What did the study by King's College London in 2022 find?

41. How did the National Trust conduct the study?

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

➤ ***According to the passage, birds singing, voiced meditation apps and the recording of the sounds of nature have the same effect on people's mood.***

43. Besides what is mentioned in the passage, what do you usually do to help you relax in your daily life? (In about 40 words)

### 第二节 (20 分)

假设你是红星中学高三学生李华，你和你校交换生 Jim 准备联合参加学校组织的校园文创设计大赛 (Campus Cultural and Creative Design Competition)，请给 Jim 发邮件，内容包括：

1. 分享你的创意；
2. 询问 Jim 的建议。

注意：1. 词数 100 左右；

2. 开头和结尾已给出，不计入总词数。

Dear Jim,

Yours,

Li Hua

(请务必将作文写在答题卡指定区域内)