高一英语试卷

2025. 1

（考试时间 100 分钟　满分 100 分）

本试卷共 10 页。考生务必在答题卡指定区域作答，在试卷上作答无效。

第一部分 知识运用 (共三节, 30 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, 并在答题卡上将该项涂黑。

José is the caring director of a school in Nicaragua. And nothing brings him more satisfaction than giving to the students he cares about most. However, living on a low-income ___1___ José's ability to show his generosity. He longed for a way to provide food and a joyful future for the children at his school but lacked the ___2___ to make it happen.

Everything ___3___ when Convoy of Hope brought agricultural training to his village. José learned new techniques about garden management. His previous methods were replaced by more ___4___ ones, like setting up a water-saving irrigation (灌溉) system for the dry seasons. With his new skills, José ___5___ planted a garden at his school. The produce from the garden not only provided fresh snacks for the students but also became a hands-on learning opportunity.

"Something that fills me with great joy is when the children get excited and can't wait to ___6___ activities in the garden. " José said. The garden provides José with a ___7___ from daily stresses. "Maybe I had some difficulties in the day, but when I start to water the plants, I ___8___ the problems. "

Strengthening individuals' skills sets all around the world, Convoy of Hope's agricultural program ___9___ people to provide for their families and give back to their communities. But this project is more than teaching knowledge. Just as José said, "It has managed to put a smile on children, and they feel a(n) ___10___ to move forward. "

1. A. proved	B. developed	C. suggested	D. limited
2. A. time	B. means	C. plan	D. drive
3. A. appeared	B. stopped	C. changed	D. remained
4. A. expensive	B. effective	C. difficult	D. basic
5. A. successfully	B. quietly	C. suddenly	D. nearly
6. A. give up	B. put off	C. carry out	D. pay for
7. A. break	B. challenge	C. tip	D. choice
8. A. repeat	B. value	C. present	D. forget
9. A. hires	B. forces	C. equips	D. reminds
10. A. concern	B. hope	C. honour	D. weight

第二节 选词填空（共 10 小题；每小题 1 分，共 10 分）

阅读下面句子，根据句意，从方框中选择恰当的词组并用其正确形式填空。

apply for	calm down	a variety of	take up	be concerned about
tend to	keep up with	take advantage of	put up	be addicted to

11. Technology changes so fast that it's hard to _____ it.

12. We _____ the warm weather and did some yard work.

13. He _____ playing online games last year, which seriously affected his studies.

14. There are _____ books in the library, so you can always find something interesting to read.

15. Every year, they _____ some holiday pictures in the living room to welcome the new year.

16. The room looks a bit crowded because the large sofa _____ too much of the living room.

17. I _____ a job at that famous company yesterday and is now waiting for the reply.

18. She _____ her Granny's bad cough and she hopes it isn't something serious.

19. Recent studies show that girls _____ be better at languages than boys.

20. It took me an hour to _____ after the argument.

（请务必将第 11 至 20 题的答案写在答题卡指定区域内）

第三节 语法填空（共 10 小题；每小题 1 分，共 10 分）

阅读下面句子，根据句子内容填空。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。

21. It is important for us _____ (have) a balanced, healthy diet.

22. We had to take a different path because the road _____ (repair).

23. _____ (enjoy) a grander sight, you must climb to a greater height.

24. My friend called me last night and said he _____ (come) to see me this weekend.

25. You work hard on your lessons and your efforts _____ (reward) with success in the end.

26. They traveled with a famous scientist _____ name often appears in the newspaper.

27. The canal _____ played an important role in ancient China is now being widened.

28. The purpose of education is _____ (develop) a fine personality in children.

29. Reading a good book is like _____ (talk) with a wise person.

30. This is the best decision _____ I have ever made.

（请务必将第 21 至 30 题的答案写在答题卡指定区域内）

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

The School of Arts at Oxford Brookes University brings together filmmakers, fine artists, musicians, photographers, news reporters and many more to form an inspiring, dynamic place of creatives.

Research

The School of Arts provides an energetic environment for teachers and students to develop their research and focuses on building research excellence by improving present and future strengths. We have a research center covering the fields of Art & Design, Digital Media, Film, Music, and Photography. We also have a series of research groups across all of our fields, where teachers work together and share their research projects.

Courses

The School of Arts offers a wide range of courses, from fine art to music digital media production, film studies and the news reporting. Aiming to help you form your own practice or get ready for future jobs, our courses use both classroom learning and creative practice to develop your interests. They build independent thinkers who think out of the box and produce creative works. Our arts students are well placed to get ready for different types of jobs in the creative industries.

Student Life

While your studies are a top thing, you will still want to make the most of everything else student life offers. Within the school, there are always projects you can work on outside of your chosen field of study. It could be that you wish to work with students learning other subjects, creating the music for a film or filming a piece of performance art. This might be part of your study or just something you would like to do for fun. Working together with other students across different subjects is a good way to make more friends. The School of Arts is proud to run university wide societies such as The Documentary Club and the University Orchestra and Choir.

Please find us at query@brookes.ac.uk.

31. What can the School of Arts provide for students in their research?

   A. Various resources beyond art fields.

   B. Chances to learn in a dynamic environment.

   C. Different groups that focus on creating art works.

   D. A center where teachers and students work together.

32. After learning the courses in the School of Art, students will _____.

    A. develop their creative skills

    B. be ready for classroom learning

    C. need to hand in their art works

    D. be offered a job in the art industries

33. Besides subject learning, students at the School of Art can _____.

    A. receive job training

    B. manage all school clubs

    C. build friendships with famous artists

    D. work on projects across different fields

B

One Saturday night in the spring of 2023, while most of her friends were relaxing, Elizabeth Smart, then 16, was studying in an underground room in her parents' house. She was trying to work out how patients with blood cancers respond to CAR T-cell therapy, one of the newest and most hopeful treatments for blood cancers.

Elizabeth was drawn to cancer research for two reasons: stories of children with cancer, like "Penn the Brave," and her grandmother's death from cancer. She hoped to relieve the pain of people like them. So when Elizabeth was looking for a science-project topic and her father emailed her a news report about CAR T-cell therapy, she decided to explore further.

Elizabeth used the results from a 2022 Yale University study explaining what causes the failure of CAR T-cell treatment and tried to identify genetic biomarkers (遗传生物标志物) that would tell a patient's response to the treatment in order to make it more effective. She even developed a way to study genetic information through specialized software instead of traditional lab work.

Through late nights of uploading information and analyzing RNA sequences (序列), Elizabeth discovered certain genetic information in RNA sequences—which decides everything from hair colour to how your immune system fights diseases—could tell a patient's response to CAR T-cell therapy, and could one day help develop more effective treatment and fewer side effects.

Starting the project two years ago, Elizabeth found reading original research papers too difficult, so she taught herself by reading books, open-source papers and watching YouTube videos for non-professional people. "I thought about giving up so many times," says Elizabeth. Instead she turned to online groups, where professional and non-professional scientists alike shared tips on similar challenges.

Her research paper, titled "Optimization of CAR T-Cell therapy Using RNA-Sequencing Analysis for Biomarker Identification", made Elizabeth not only a national science-fair champion but also won her first place at the annual European Union Contest for Young Scientists in Brussels this past fall.

As she graduates from high school this year and starts preparing for university, Elizabeth is looking forward to working in a lab—not just in her parents' house.

34. Why did Elizabeth want to do research on CAR T-Cell therapy?

    A. Because she had heard a lot about it.

    B. Because it was her science project topic.

    C. Because her father asked her to work on it.

    D. Because she wanted to help people with cancer.

35. What challenge did Elizabeth come across during her research?

    A. Lack of professional background.

    B. Limited access to traditional laboratory.

    C. Difficulty in getting professional guidance.

    D. Heavy work of uploading genetic information.

36. Which word would best describe Elizabeth?

    A. Honest.   B. Hardworking.   C. Strict.   D. Confident.

37. What can we learn from this passage?

    A. Many hands make light work.   B. A new way is better than sweat.

   C. Young people can make a difference.   D. Love and understanding is priceless.

C

We can struggle to maintain working relationships when our social group grows too large, but Artificial Intelligence (AI) models may not face the same limitation.

Dating back to the 1990s, the scientist Robin Dunbar presented that the number of relationships we can maintain is typically about 150 due to the size of our brains. Now, researchers have applied this idea, known as Dunbar's number, to AI models and found that the most powerful ones with the largest "brains" can manage groups of up to 1000.

Giordano De Marzo and his colleagues at the University of Konstanz experimented whether AI models like ChatGPT act like humans when "talking" to each other in groups. They ran many copies of the same AI model at once, giving each an opinion on a problem without obvious answers. At each step of the experiment, they chose one copy by chance and told it what opinion all the other copies held and why, and then asked if it would like to update its own.

The team found that the high-end AI models like GPT-4 Turbo reached agreement every time. Yet copies of smaller and less powerful models like GPT-3.5 Turbo never reached agreement. The results showed that although the models in each test were the same, there was no inborn system for agreement, at least until they became capable enough.
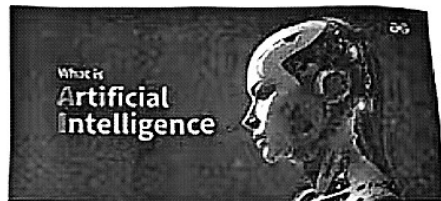
The researchers then tried to find an upper limit on each model's ability to reach agreement——their own Dunbar's number. For some models, like Llama 370b, the agreement process became increasingly slow as the group size grew, ending up with a Dunbar's number of 50. But for other models, like GPT-4 Turbo, this ability never slowed down even once 1000 copies were working together.

"I was very surprised," says De Marzo. "We were able to simulate (模拟) up to thousands of models and there was no sign at all of a breaking of the ability to form a community." He adds that memory is key. While we may struggle to recall facts, faces and opinions at a certain point, AI is limited only by its hardware.

Philip Feldman at the University of Maryland, however, says AI models with a high Dunbar number may be able to reach agreement on a problem, but that doesn't necessarily mean they will find a good solution. He believes diversity (多样性) is key to problem-solving, which is hard in groups made up of the same AI model. A larger concern is whether it even makes sense to talk about copies of an AI model as a group of individuals, says Michael Rovatsos at the University of Edinburgh. "The models don't understand what they are, how they are separate from other models or what the experiment's purpose is."

38. Researchers applied Dunbar's number to AI models to _____.

    A. test their memory competence

    B. observe their social behaviour in groups

    C. record the working speed of different AI models

    D. find the limit of AI models to maintain relationships

39. What can be inferred from the research of Giordano De Marzo's team?

    A. AI models have the ability to take over larger groups than humans.

    B. AI models' ability to form communities is limited by human memory.

    C. AI models can replace humans in managing difficult social interactions.

    D. AI models' performance in reaching agreement depends on their capabilities.

40. What can we learn from this passage?

    A. AI models with a high Dunbar number solve problems better.

    B. Copies of the same AI model lack the ability to think independently.

    C. AI models with large "brains" have an inborn system for agreement.

    D. Copies of the same AI model update their opinions without extra information.

41. As for the use of AI models in social activities, the author is _____.

    A. supportive   B. puzzled   C. careful   D. unconcerned

D

Since the early days of popular culture, fans have been viewed with a doubtful reputation, often labeled as unreasonable or *aberrant*, presenting a threat to the social order or suggesting a kind of mental illness. However, social psychologists offer a different view on fan culture.

From within, fandoms (fan groups) look surprisingly normal. Our social lives are defined by our tendency to seek out others who share our personalities, background, interests or outlook. We are natural to live in groups, a reality that shapes almost everything we do. This simple act of partnership and belonging can be powerful.

For many fans, being part of a fandom can be life-changing. One fan of Jane Austen, for instance, described how connecting with others who shared her love of Jane Austen and period dramas helped her through a difficult time, saying, "I've finally found my people."

Fandoms also differ from other social groups in that they bring together people from different backgrounds. Fans are drawn in by a common interest, but they stay for a host of reasons: to be entertained, to broaden their view, to experience a particular reality, to connect with like-minded others or to trade theories about their favorite topics.

It might seem surprising that sharing an interest can lead to such enriching experiences, but this kind of "minimal group" effect is well known in social psychology. Henri Tajfel, a pioneer in this field, found that people could be encouraged to form loyal groups on the simplest reasons, such as a preference for a particular artist. Tajfel believed group membership gives people their own social identities, providing meaning to an otherwise empty situation.

A social identity gives us a sense of ourselves in relation to others: we are who we are because of what we share with them. Social identity is separate from personal identity, which reflects individual traits such as physical appearance and personality. During those moments when you feel like an important part of a group like watching a football match, your social identity is more outstanding than your personal one.

Tajfel's theories help explain why fandoms are so powerful and widespread. Groups like Swifties may look different in their tastes and attitudes, but the dynamics behind them all are very similar. There is little to fear in the passion of these fans, and much to celebrate.

42. What does the underlined word "aberrant" in Paragraph 1 most probably mean?

    A. Creative.   B. Organized.   C. Abnormal.   D. Traditional

43. What can be inferred from the passage?

    A. Fandoms promote connection and belonging.

    B. There are reasonable concerns about fandom passion.

    C. Fandoms provide individuals with a personal identity.

    D. People prefer groups that share common social backgrounds.

第三部分 书面表达（共两节，32分）

第一节（共4小题；第50、51题各2分，第52题3分，第53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。

When I tell friends I've written a book about social connection, one of the most common questions I get is about "lost" friendships, the relationships with people whom someone has lost touch with over time. Should we reconnect or let them stay in the past? Two recent papers suggest that we can all be a bit braver about reaching out.

The first comes from Peggy Liu at the University of Pittsburgh and her colleagues. The team asked some people to provide information of a person with whom they hadn't been in touch for a while. They then wrote a note to that person and answered some questions about how much they thought the friend would value the gesture. The researchers forwarded the note to the named person along with a questionnaire about their feelings. It was found that the receivers welcomed the notes far more than the authors had expected, but it's a pity that the desire to reconnect was often balanced by a fear of being rejected.

The second paper is by Lara Aknin at Simon Fraser University and Gillian Sandstrom at the University of Sussex. They found that as many as 90 percent of people have lost touch with at least one old friend, but many are now unwilling to make the first move—even when researchers gave them the time to do so. Exploring further, they found that it arose from some concerns: the people worried about what to say, and they feared that the friend had changed.

The old friends had started to feel like strangers, and this made Aknin and Sandstrom wonder whether a little practice at building new ties might give people the confidence to strengthen their older ones too. Sure enough, they found that asking people to start a conversation with strangers increased the chances of reaching out to their oldest friends. Our social confidence seems like a muscle—the more we use it, the stronger it becomes. We just need to have the courage to start.

50. What are the "lost" friendships?

51. Based on the two papers, why do people hesitate to reconnect with old friends?

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

➤ *According to Aknin and Sandstrom, asking people to engage with strangers reduced the chances for them to reach out to their oldest friends.*

53. What can you do to overcome the fear of reaching out to old friends? (*In about 40 words*)

（请务必将第50至53题的答案写在答题卡指定区域内）

第二节 （20 分）

假设你是红星中学高一学生李华。你的外国笔友 Jim 听说中国的"春节"申遗成功，他发来邮件表示祝贺并希望了解更多。请你用英文给他回复，内容包括：

1. 介绍中国人过春节的习俗；

2. 说明春节的意义。

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）

北京市朝阳区 2024～2025 学年度第一学期期末质量检测

高一英语参考答案

第一部分 知识运用（共三节，30 分）

第一节（共 10 小题；每小题 1 分，共 10 分）

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

第二节（共 10 小题；每小题 1 分，共 10 分）

11. keep up with	12. took advantage of	13. was addicted to	14. a variety of
15. put up	16. takes up	17. applied for	18. is concerned about
19. tend to	20. calm down		

第三节（共 10 小题；每小题 1 分，共 10 分）

21. to have	22. was being repaired	23. To enjoy	24. would come
25. will be rewarded	26. whose	27. which	28. to develop
29. talking	30. that		

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）

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

第二节（共 5 小题；每小题 2 分，共 10 分）

45. A	46. E	47. D	48. G	49. B

第三部分 书面表达（共两节，32 分）

第一节（共 4 小题；第 50、51 题各 2 分，第 52 题 3 分，第 53 题 5 分，共 12 分）

50. The relationships with people whom someone has lost touch with over time.

51. They had a fear of being rejected, worried about what to say, and feared that their friends had changed.

52. *According to Aknin and Sandstrom, asking people to engage with strangers <u>reduced the chances</u> for them to reach out to their oldest friends.*

Asking people to start a conversation with strangers increased the chances of reaching out to their oldest friends.

53.

1）To ease the nervousness of initiating a meet-up, I can start by contacting them through social media. I can follow up on one of their most recent posts to spark conversation about what they're up to, gradually building the relationship in a way that feels natural to me.

2）I can first browse albums to remind myself of the good times we share, which boosts my confidence and makes it easier to reach out. While connecting, I can bring up those cherished moments, helping smooth over the "What are you up to now?" conversations that can sometimes be rigid.

第二节（20分）

范文：

Dear Jim,

Thank you for your congratulations! I'm excited to share more about Chunjie with you.

During the festival, it is a must to have a family reunion dinner on New Year's Eve, where family members gather to enjoy a feast featuring dishes like dumplings and fish. Besides, people decorate houses with paper cuts and red lanterns to invite good fortune. It is also a custom to set off fireworks to scare away evil spirits and welcome the new year with joy.

The meaning of Chunjie goes beyond just celebrations. It's a time to ring out the old and ring in the new. Most importantly, it embodies the traditional Chinese virtue of respecting ancestors and emphasizing family unity.

I hope this helps you understand Chunjie better. Join us in celebrating it if you can!

Yours,

Li Hua