

However, in 1996, Ian was diagnosed with a tumor (肿瘤) in the left part of his brain, which affected his hearing from the right side and damaged his balance nerve. He underwent two surgeries in 1997 with a smile and a hope to be cured. Although the surgeries were successful, Ian caught meningitis (脑膜炎) while recovering from it. Apart from being hopeful and optimistic, there was no other way Ian could cope with the situation.

Just as things had begun to normalize, in 2006, Ian's body was affected by a major stroke (中风). This stroke numbed the left side of his body. His life-long dream of participating in a golf tournament could not be fulfilled anymore.

Ian took his time to recover and came back even stronger. He wanted to inspire millions with his journey and decided to share his experiences through a book. Ian has now published his 3rd book *Still Crazy After All These Years* in 2020.

4. What does the underlined word "that" in Paragraph 1 refer to?
A. The option. B. The message. C. The barrier. D. The dream.
5. What can we infer from Paragraph 2?
A. William showed talent in golf as a child.
B. The lack of money prevented him practicing golf at an early age.
C. William's road to becoming a professional golfer was smooth.
D. Talent and ambition made William learn quickly.
6. Which of the following helps William face the illnesses according to the passage?
A. Doctors' comfort. B. Family's support.
C. Advice from the books. D. Hope and optimism.
7. What can we learn from William's story?
A. Move forward whatever happens. B. Love wins over illness.
C. Seize every opportunity to learn. D. Luck favors ready minds.

C

The Pomodoro technique is probably one of the most powerful techniques in all of learning. All you have to do is set a timer for 25 minutes, and then just focus as attentively as you can for those 25 minutes.

Now if you start focusing on and you're working on, and then you look up at the timer and two minutes have passed, you may feel like you can't hold on. And just let the thought go by, and return your focus to whatever you are working on. And when that 25 minutes is up you relax a little bit. You might wonder why that 25 minutes is the magic number, and the reality is we don't really know. There's not a lot of research on the Pomodoro technique, which is surprising because it's so incredibly popular and people find it very useful.

But there's an interesting tidbit (小趣闻) related to the Pomodoro technique, and that is that: when you just think about something that you don't like very much, it stimulates a part of the brain that experiences pain. And so the brain naturally enough shifts its attention to something else, like Facebook or Twitter or something like that.

And what the Pomodoro technique does, when you do it you're setting that timer. You don't want to sit there and think, "I'm going to work on this problem and get it all finished." You just want to think, "I've got 25 minutes where I just have to work on something." Don't even think about what that something is. What that does is it slips in under your brain's radar (雷达). It doesn't stimulate so much that pain in your brain; and then that pain in the brain, research has shown, lasts for 20 minutes.

So if you work for 25 minutes you will suddenly find yourself getting into the flow because you've gone past that painful period. So the Pomodoro technique is effective in many different aspects.

8. Which is an example of using the Pomodoro technique?
- A. Reading a novel for 25 minutes.
 - B. Spending 25 minutes scanning WeChat.
 - C. Setting a timer for 25 minutes to do a tough task.
 - D. Attending a lecture for 25 minutes with two minds.
9. What can be inferred about the Pomodoro technique from Paragraph 2?
- A. The first two minutes is vital.
 - B. 25 minutes is a magic number.
 - C. More research is around the corner.
 - D. You may get discouraged when using it.
10. Why is the tidbit mentioned in Paragraph 3?
- A. To further explain the Pomodoro technique.
 - B. To arouse interest in the Pomodoro technique.
 - C. To highlight how to use the Pomodoro technique.
 - D. To prove the effectiveness of the Pomodoro technique.
11. How does the Pomodoro technique work?
- A. It boosts your concentration.
 - B. It helps your mind go faster.
 - C. It urges you to finish your work.
 - D. It shortens the pain time in your brain.

D

A blow to your head from a fall or collision with a sports teammate can cause a type of injury known as a concussion (震荡). Following such an injury, the athletes may need a month or more to recover, a new study finds.

Toufic Jildeh from the Henry Ford Health System in Detroit and his team reviewed medical records for 357 high-school athletes between the ages of 14 and 18. All had been treated for a concussion. And about one in every three of them had been concussed before.

The really concerning finding, Jildeh says, was that athletes with a previous head injury take longer to recover. To him, this “suggests that they may have long-term effects”. That finding is striking, says Kathryn Manning from the University of Calgary in Alberta, Canada. “What we don’t know,” she explains, “is that 20 years down the road, after these athletes have retired from their sport, are they completely normal?”

Among study participants, 38 percent were girls. And they reported taking longer to recover, the study found. And those results are no exception compared with previous studies. “Researchers don’t know why girls and women appear to take longer to heal,” says Elizabeth Teel from McGill University in Montreal, Canada.

Indeed, caution the researchers, it’s possible that both sexes take equally long to heal, but that boys simply may stop reporting symptoms earlier in their recovery. Still, a few studies have found that the brains of male and female athletes can differ in their response to injury. For example, female athletes show more widespread brain damage after concussions than do male athletes. That, too, might explain why girls need more time to recover.

The new study’s focus on high-school athletes was unusual, both Manning and Teel say. A lot of concussion research looks only at adults. But the older brain may react to head injuries differently than do the brains of children. “Even at the high-school age, children are not small adults,” Teel notes. “We now need more tools than before to help diagnose kids with concussion and also to help return them to play.”

12. What does the underlined word “they” refer to?
- A. Concussed High-school students.
 - B. Previous head injuries of students.
 - C. Collisions with sports teammates.
 - D. Treatments for student’s concussions.

13. Both Toufic's research and the previous studies agree _____.
- A. men and women respond differently to the head injuries
 B. girls are more likely to get severe head injuries in sports
 C. adults need more time than students to heal from concussions
 D. females' healing from concussions are completely normal
14. What is Paragraph 5 mainly about?
- A. Boys are not afraid of concussions. B. Girls can hardly bear the head injuries.
 C. Responses to injury affect recovery. D. Male brains can be easily damaged.
15. What does Teel imply in the research in Paragraph 6?
- A. The new study is of high value in treatment.
 B. The previous tools for research were limited.
 C. Older brain can bear more head injuries.
 D. Adults respond differently to head injuries.

第二节 (共 5 小题;每小题 2.5 分,满分 12.5 分)

阅读下面短文,从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

It's no secret that parents love to share pictures of their kids on social media. Who can blame them? 16 It's normal to show off their kids. Yet the sharing online can largely affect their children's safety and privacy. After all, what's posted online is public and permanent.

As adults post about the children in their lives, they make personal information about the kids—their birthdays, full names or hometowns—available to Internet users. On a small scale, this might look like a parent sharing photos of their little one on a Facebook page with 300 friends. On a larger scale, this means a mommy blogger shares the details of their child's everyday life with millions of followers online. 17

There are positives to sharing images and stories of their children on social media, 18 It helps find support from other moms in your area, as well as receive and offer advice from parents far and wide. Plus, by posting updates, you're keeping distant relatives and friends in the loop on the most important part of your life!

19 As a child grows up, they may become embarrassed about what was shared online when they were younger. It can also have serious consequences for the child's physical and emotional well-being. Digital kidnapping happens when someone uses a child's identity illegally on social media. This is a terrifying but very real risk. Even worse, this can put a child at risk of actual kidnapping.

In the digital age, everyone has access to pretty much everything, at any time they want! While social media helps us stay connected, there are concerns to think about to keep children protected. 20 Setting a clear boundary about what to share online is what you have to consider first.

- A. Their kids are really cute!
 B. Do remember to ask for children's approval before posting.
 C. Many moms consider it no effect to share images of their kids online.
 D. Do parents really have the right to create a digital footprint for children?
 E. But sharenting may hurt the children's self-esteem and put them in danger.
 F. It can be a way to share your kids' milestones with people who love them.
 G. Then any personal information about their kids is automatically available to others.

第二部分 语言知识及运用(共两节,满分 30 分)

第一节 完形填空(共 15 小题;每小题 1 分,满分 15 分)

阅读下面短文,从每题所给的 A、B、C 和 D 四个选项中选出可以填入空白处的最佳选项。

Parking at the Alzheimer's center where my mother-in-law lived, we were ready to visit her. I glanced at my 11-year-old son, Joel, who was totally 21 in the photo album he had insisted on bringing along.

Joel has autism (自闭症), and although I had 22 him that his grandma couldn't remember things the way she used to and might not be as interested in the 23 as he was, I couldn't be sure if he completely understood my words.

“See Grandma!” he shouted at the top of his voice. 24 the album, he jumped out of the car and up to the building entrance. We finally got to grandma’s room. She was 25 with the door open. “Grandma Barb,” he said 26 “Pictures.” She awoke, and I saw 27 in her eyes. “Who is this little boy?” They seemed to ask. However, not 28, Joel climbed into her lap and opened up his photo album. A sign of a 29 appeared on her face. He pointed to pictures of his father and me, identifying us. He 30 to his brother. “Poco!” he exclaimed. Now the smile became laughter. Mom’s laughter didn’t bother Joel. He knew his grandmother was happy, and that was 31 for him.

I’d been worried about Joel understanding what was 32 his grandmother when really I was the one who needed to understand. I feel 33 for the mother-in-law I had known. He loved the grandma who was here now.

I thanked God for the 34 of this moment. Then I pulled up a chair next to them and 35 in the joy of it with them. Let’s seize the present and live it to the fullest.

- | | | | |
|---------------------|----------------|-----------------|------------------|
| 21. A. absorbed | B. adopted | C. mixed | D. worried |
| 22. A. ordered | B. taught | C. reminded | D. recommended |
| 23. A. dolls | B. family | C. hospital | D. photographs |
| 24. A. Dropping | B. Holding | C. Fetching | D. Bringing |
| 25. A. staring | B. chatting | C. reading | D. napping |
| 26. A. softly | B. desperately | C. surprisedly | D. sadly |
| 27. A. delight | B. confusion | C. hope | D. anger |
| 28. A. encouraged | B. pleased | C. shocked | D. discouraged |
| 29. A. smile | B. tears | C. depression | D. embarrassment |
| 30. A. called on | B. fixed on | C. went on | D. insisted on |
| 31. A. funny | B. easy | C. rare | D. enough |
| 32. A. happening to | B. sticking to | C. adjusting to | D. responding to |
| 33. A. shameful | B. sorrowful | C. cheerful | D. awful |
| 34. A. belief | B. failure | C. gift | D. success |
| 35. A. blocked | B. bathed | C. stuck | D. motivated |

第二节 语法填空(共 10 小题;每小题 1.5 分,满分 15 分)

阅读下面短文,在空白处填入 1 个适当的单词或括号内单词的正确形式。

Ofqual published the outcome of its consultation on the assessment of MFL spoken language skills in 2021 today.

In August, following our consultation on changes to exams in 2021 we decided that students 36 (take) GCSE modern foreign language exams in 2021 could have their spoken language skills assessed by their teachers in a more flexible way than normal.

So far we 37 (publish), following consultation, the criteria teachers must use to assess students’ spoken language skills. 38 (give) that the break-off is caused by the pandemic (流行病), teachers may assess their students’ spoken language skills during normal classroom activities 39 as individual, one-off assessments.

Most people who responded to the consultation supported the criteria. They also welcomed the approach 40 they said would relieve pressure on teachers and students. In 2021 students will 41 (offer) a grade of pass, excellence or distinction (or not classified) for their spoken language skills, alongside their nine 42 one grade for modern foreign language GCSEs. We have confirmed that exam boards will not be required to review evidence of student 43 (perform) as this would undermine (破坏) the intended flexibility of the approach, and would be burdensome for centres.

Each school and college will need to provide a statement to 44 (it) exam boards, to say they have taken all 45 (reason) steps to make sure students have the opportunity for their spoken language to be assessed.

普通高中学业水平选择性模拟考试广东卷(四)

英语答题卡

第一部分 阅读(共两节,满分 50 分)

第一节 (共 15 小题;每小题 2.5 分,满分 37.5 分)

- | | | |
|----------------|-----------------|-----------------|
| 1 [A][B][C][D] | 6 [A][B][C][D] | 11 [A][B][C][D] |
| 2 [A][B][C][D] | 7 [A][B][C][D] | 12 [A][B][C][D] |
| 3 [A][B][C][D] | 8 [A][B][C][D] | 13 [A][B][C][D] |
| 4 [A][B][C][D] | 9 [A][B][C][D] | 14 [A][B][C][D] |
| 5 [A][B][C][D] | 10 [A][B][C][D] | 15 [A][B][C][D] |

第二节 (共 5 小题;每小题 2.5 分,满分 12.5 分)

- | | | |
|-----------------|-----------------|-----------------|
| 16 [A][B][C][D] | 17 [A][B][C][D] | 18 [A][B][C][D] |
| 19 [A][B][C][D] | 20 [A][B][C][D] | |

第二部分 语言知识及应用(共两节,满分 30 分)

第一节 完形填空(共 15 小题;每小题 1 分,满分 15 分)

- | | | |
|-----------------|-----------------|-----------------|
| 21 [A][B][C][D] | 26 [A][B][C][D] | 31 [A][B][C][D] |
| 22 [A][B][C][D] | 27 [A][B][C][D] | 32 [A][B][C][D] |
| 23 [A][B][C][D] | 28 [A][B][C][D] | 33 [A][B][C][D] |
| 24 [A][B][C][D] | 29 [A][B][C][D] | 34 [A][B][C][D] |
| 25 [A][B][C][D] | 30 [A][B][C][D] | 35 [A][B][C][D] |

第二节 语法填空(共 10 小题;每小题 1.5 分,满分 15 分)

- | | |
|-----------------|-----------------|
| 36 [A][B][C][D] | 41 [A][B][C][D] |
| 37 [A][B][C][D] | 42 [A][B][C][D] |
| 38 [A][B][C][D] | 43 [A][B][C][D] |
| 39 [A][B][C][D] | 44 [A][B][C][D] |
| 40 [A][B][C][D] | 45 [A][B][C][D] |

第三部分 写作(共两节,满分 40 分)

第一节 (满分 15 分)

假定你是李华,11 月 9 日你校举办了“全国消防安全宣传教育日”系列活动。请你为校英文报写一篇报道,内容包括:

1. 活动

1)晨会:观看消防安全教育视频;

2)间操:消防演练。

2. 活动效果。

注意:1. 写作词数应为 80 左右;

2. 可适当增加细节,以使行文连贯。

第二节 (满分 25 分)

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。续写的词数应为 150 左右。

Paragraph 1:

Then came the Rajasthan IV trip which was our official last trip. _____

Paragraph 2:

It's been almost 7 years after graduation since we picked up our friendship. _____

第三部分 (共两节, 满分 40 分)

第一节 (满分 15 分)

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第二节 (满分 25 分)

阅读下面材料, 根据其内容和所给段落开头语续写两段, 使之构成一篇完整的短文。续写的词数应为 150 左右。

Our friendship runs back to our college days when I first met Rishi. We had our own share of first impression about each other. Mine was—she's a lovely, charming and full of life personality. Hers was—I look like an arrogant (傲慢的) personality. I don't blame her for this. Many of my close friends had the same view when they first met me. Blame it on my bitch face (臭脸) and me being a shy person to some extent.

We became really close within a short period of time. Ours was group of four people divided into 2 each during our final year when we both chose advertising as our specialization and the other two chose journalism. Back then, I was a regular user of BBM messenger and hardly used WhatsApp.

On one specific occasion, we had really bad argument about a failed project. The usual blame game was on. We decided to put it past us and focus on our studies. During this time, she once handed me her phone to show me a picture. While I was going through that, I came across a message from a particular WhatsApp group that comprises of her and my other two friends. I asked her permission to view the group. She had a blank expression on her face. But she allowed me to go ahead.

I was in shock while going through their messages. Not really positive things were said about me in particular. It shook me. Because these were the people I considered my friends. I broke down in front of her. She apologised. But I felt cheated on. I told her about my decision of not wanting to continue this friendship further. We both missed each other. But neither of us wanted to give the last try.

Paragraph 1:

Then came the Rajasthan IV trip which was our official last trip. _____

Paragraph 2:

It's been almost 7 years after graduation since we picked up our friendship. _____