

(5) 阅读理解-教育——2024 年高考英语真题模拟试题专项汇编

一、【2024 年新高考I卷，阅读 C】

Is comprehension the same whether a person reads a text onscreen or on paper? And are listening to and viewing content as effective as reading the written word when covering the same material? The answers to both questions are often "no". The reasons relate to a variety of factors, including reduced concentration, an entertainment mindset (心态) and a tendency to multitask while consuming digital content.

When reading texts of several hundred words or more, learning is generally more successful when it's on paper than onscreen. A large amount of research confirms this finding. The benefits of print reading particularly shine through when experimenters move from posing simple tasks—like identifying the main idea in a reading passage—to ones that require mental abstraction—such as drawing inferences from a text.

The differences between print and digital reading results are partly related to paper's physical properties. With paper, there is a literal laying on of hands, along with the visual geography of distinct pages. People often link their memory of what they've read to how far into the book it was or where it was on the page.

But equally important is the mental aspect. Reading researchers have proposed a theory called "shallowing hypothesis (假说)". According to this theory, people approach digital texts with a mindset suited to social media, which are often not so serious, and devote less mental effort than when they are reading print.

Audio (音频) and video can feel more engaging than text, and so university teachers increasingly turn to these technologies -say, assigning an online talk instead of an article by the same person. However, psychologists have demonstrated that when adults read news stories, they remember more of the content than if they listen to or view identical pieces.

Digital texts, audio and video all have educational roles, especially when providing resources not available in print. However, for maximizing learning where mental focus and reflection are called for, educators shouldn't assume all media are the same, even when they contain identical words.

1. What does the underlined phrase "shine through" in paragraph 2 mean?

- A. Seem unlikely to last.
- B. Seem hard to explain.
- C. Become ready to use.
- D. Become easy to notice.

2. What does the shallowing hypothesis assume?

- A. Readers treat digital texts lightly.
 - B. Digital texts are simpler to understand.
 - C. People select digital texts randomly.
 - D. Digital texts are suitable for social media.
3. Why are audio and video increasingly used by university teachers?
- A. They can hold students' attention.
 - B. They are more convenient to prepare.
 - C. They help develop advanced skills.
 - D. They are more informative than text.
4. What does the author imply in the last paragraph?
- A. Students should apply multiple learning techniques.
 - B. Teachers should produce their own teaching material.
 - C. Print texts cannot be entirely replaced in education.
 - D. Education outside the classroom cannot be ignored.

二、【2024年黑龙江二模】

I've worked in the factories surrounding my hometown every summer since I graduated from high school. But making the transition between school and full-time blue-collar work during the break never gets any easier. For a student like me who considers any class before noon to be uncivilized, getting to a factory by 6 o'clock each morning is a kind of suffering. My friends never seem to understand why I'm so relieved to be back at school or that my summer vacation has been anything but a vacation.

There are few people as self-confident as a college student who has never been out in the real world. People of my age always seem to overestimate (高估) the value of their time and knowledge. In fact, all the classes did not prepare me for my battles with the machine I ran in the plant, which would jam whenever I absent-mindedly put in a part backward or upside down.

The most stressful thing about blue-collar life is knowing your job could disappear overnight. Issues like downsizing (裁员) and overseas relocation (重新安置) had always seemed distant to me until my co-workers told me that the unit I was working in would shut down within six months and move to Mexico, where people would work for 60 cents an hour.

After working 12-hour shifts in a factory, the other options have become only too clear. When I'm back at the university, skipping classes and turning in lazy re-writes seems too irresponsible after seeing what I would be doing without school. All the advice and public-service announcements about the value of education that used to sound boring now ring true.

These lessons I'm learning, however precious, are always accompanied by a sense of

guilt. Many people pass their lives in the places I briefly work, spending 30 years where I spend only two months at a time. "This job pays well, but it's a kind of physical suffering," said one co-worker. "Study hard and keep reading," she added.

My experiences in the factories have inspired me to make the most of my college years before I enter the real world for good.

1. How does the author feel after his summer vacation?

A. Exhausted. B. Happy. C. Discouraged. D. Confident.

2. What can we infer from Paragraph 2?

A. A college student who has never been out in the real world is hardly self-confident.

B. People of the author's age seem to ignore the value of their time and knowledge.

C. What the author learned at school didn't apply to his work in the factory.

D. The author hardly made mistakes when making use of the machine.

3. What did the author's colleagues reveal to the author according to Paragraph 3?

A. They might lose their job soon.

B. The unit would take in more staff.

C. They would continue working in Mexico.

D. The unit had run out of money and would stop operating.

4. What does the author emphasize in the last three paragraphs?

A. The consequence of the author's skipping classes.

B. The purpose of the author's working in the plant.

C. The way many people pass their lives in the plant.

D. The significance of the author's receiving education.

三、【2024年广西模拟】

I used to tell my children that they were smart, because I was impressed by their rapid growth. I remember clearly watching my daughter figure out how to build a Lego house that would stand up on its own, and thinking: Look at this tiny architectural genius.

But decades of research now suggest that we should not tell our children they're "smart" when they do impressive things. When I first heard it, I felt instinctively irritated. But after I dug into the research, I was persuaded. It all goes back to something called "growth" mindset, a term developed and popularized by Carol Dweck, a professor of psychology at Stanford. Professor Dweck believes that we can change our abilities through effort and strategy. The alternative to a growth mindset is a "fixed" mindset — the idea that our abilities are inborn and can't be changed. When we praise our children for being "smart", based on victories like

doing well on a test, we're unwittingly (不知不覺地) encouraging them to believe that if they do poorly or make mistakes, they're not smart.

It's not just what we say that matters, but how we tolerate our children's failures. A 2016 study by Dweck showed that parents' "failure mindsets" affect their children more than their views on intelligence. In other words, if parents think that failure is shameful, their children are more likely to be afraid of making mistakes. The study concludes that everyone is actually a mixture of fixed and growth mindsets, continually evolving with experience. Whatever we say or don't say to our kids, the key is to get them more comfortable with failures big or small.

It's helpful for kids to understand that you make mistakes and learn how they happen. When you chat with them, you can describe what you learned, or how you strategized a solution. "You don't have to deny you have negative emotional reactions," Dweck said. "We, as a society, don't do that enough because we feel embarrassed when we make mistakes." But if we discuss our missteps more and explain how we overcame them, our children can learn to do the same.

1. How did the author feel about the research advice at first?
A. It was confusing. B. It was annoying.
C. It was persuasive. D. It was encouraging.
2. What do the children with a growth mindset tend to believe?
A. Smartness is the key to success.
B. Difficulties in daily life teach them a lot.
C. Their abilities can be improved through hard work.
D. They are impressive due to their good grades on tests.
3. What does Dweck suggest parents do?
A. Help children face failures positively.
B. Hide their negative feelings from children.
C. Remind children to avoid making mistakes.
D. Pay attention to developing children's intelligence.
4. Which of the following is a suitable title for the text?
A. Ways to Cultivate Smart Children
B. The Effect of a Fixed Mindset on Children
C. The Power of Proper Praise for Children's Growth
D. The Importance of a Growth Mindset in Parenting

四、【2024年广东肇庆二模】

One of the biggest challenges that traditional educators face is how to unlock students' love of learning. Once students overcome their fear or unwillingness, they will be on the track of becoming motivated learners.

In order to help students discover the joy in learning, some teachers are turning to a simple but effective strategy called gamification—using game-related elements such as activities and rewards to promote students' engagement in class. With an origin in educational psychology, this approach is designed to reach students by making the learning process funny and interesting.

What's more, researches show that gamification can also make assignments less stressful. Without too much pressure, students will associate learning with curiosity and joy. Accordingly, they feel like continuing the journey because positive feelings have boosted their confidence.

But like any other strategies, gamification has its drawbacks when used incorrectly. It is very likely that some students only focus on winning rewards but have no interest in understanding concepts or learning new skills—exactly the opposite of the desired outcome. To avoid this, teachers can help prevent students from becoming wrongly motivated by choosing suitable rewards. Instead of class parties or snacks, try rewards that help students develop a passion for academic subjects.

For example, have students earn points towards a class field trip by behaving and doing their assignments, or pair subjects that a student dislikes with fun books or activities to encourage motivation. That way, they associate fun with reading, math, or other skills. More examples include competing on a leader-board, holding a talent show, or playing other team-building games. All activities and rewards need to be carefully selected and well arranged.

If you're having a hard time getting your class interested in learning, talk with them together or individually about what motivates them and include it into your student engagement strategies.

1. What can we learn about gamification from the first two paragraphs?

- A. It improves students' critical thinking.
- B. It advocates a traditional teaching style.
- C. It motivates students to be active learners.
- D. It promotes the use of video games in class.

2. What is the author's attitude to the application of gamification?

A. Favorable. B. Worried. C. Doubtful. D. Objective.

3. How should teachers avoid the drawbacks of gamification?

- A. Set learning goals for different students.
- B. Associate learning process with assignments.
- C. Encourage teamwork by holding class parties.
- D. Select suitable rewards for teaching activities.

4. What is the text mainly about?

- A. The analysis of a teaching strategy.
- B. The future influences of gamification.
- C. A discovery about motivating learners.
- D. Recent research on education system.

五、【2024 年河北沧州一模】

"Moja, mbili, tatu..."One, two, three. Juliana Rubashai is counting aloud to show what she has learned in school. Delighted and proud, she counts to 20, but her mother, Zefrina Nandia, adds that Juliana can keep counting, and that she also can do some reading.

Nine-year-old Juliana is one of the children who have received aid through a project run by International Aid Services(IAS) in southwestern Tanzania, where many children stay at home all day, cut off from social contact and schooling. The project improves school facilities and raises local community's awareness about education. They train teachers and lobby(游说)the local authorities. In these ways, IAS is struggling to ensure basic education for everyone.

Zefrina was contacted last year by project coordinator Fortunatus Rafael, who gets in touch with families to get an overview of children's needs and school options. Zefrina had previously asked the local school to enroll Juliana, but was turned down due to lack of resources. Thanks to the project, the school can offer chances to more children.

Part of the project is training teachers in special needs education. Many teachers have received additional training in estimating the degree of a child's disability. During the first year of the project, 270 children with special needs have been evaluated, and of these, 200 got the chance to go to school. The teachers Scolastica Nyoni and Bwigane Mwasipu both appreciate how it has strengthened their skills. "When teaching children with special needs, we know whom to pay extra attention to. This means a closer relation between teachers and students," says Scolastica.

It's a year since Juliana got into the classroom, and her mother notices definite

improvement. "She used to be lonely and unhappy. Now, she's much happier and always wants to go to school," says Zefrina. The teachers also notice big changes have taken place in the local community. "Parents are now coming to us to find teachers to teach their children with special needs. Previously, they didn't think that schooling would be possible for these children," says Bwigane.

1. What is paragraph 2 of the text mainly about?
 - A. The life of a Tanzanian girl named Juliana.
 - B. The challenges faced by Tanzanian children.
 - C. The success story of a school project in Tanzania.
 - D. IAS's efforts to improve educational access in Tanzania.
2. What does the underlined word "enroll" in paragraph 3 probably mean?
 - A. Assess.
 - B. Award.
 - C. Accept.
 - D. Contact.
3. What do the teachers think of the IAS's project?
 - A. It helps the teachers know their students better.
 - B. It improves the relationship between the teachers.
 - C. It offers assistance to the teachers with special needs.
 - D. It provides disabled students with a chance to recover.
4. How does the IAS's project benefit the community?
 - A. Disadvantaged children receive financial support.
 - B. The overall awareness of education is raised.
 - C. More schools are willing to admit local children.
 - D. Belief in government's policies is strengthened.

六、【2024年安徽合肥三模】

As young children went back to school across Sweden last month, many of their teachers were putting a new emphasis on printed books, quiet reading time and handwriting practice and devoting less time to tablets, independent online research and keyboarding skills.

The return to more traditional ways of learning is a response to experts' doubt on the country's over-digitalized approach to education, which has even introduced tablets into kindergartens. They are worried that it has already led to a decline in basic skills.

The rapid adoption of digital learning tools has also drawn concern from a United Nations' education agency. In a report published last month, the agency issued an urgent call for appropriate use of technology in education. The report urges countries to speed up internet connections at schools, but at the same time warns that technology in education should be

- A. Good company on the road is the shortest cut.
- B. Good habits formed at youth make all the difference.
- C. A journey of a thousand miles begins with a single step.
- D. It is better to travel 10,000 miles than to read 10,000 books.

八、【2024年广东模拟】

Professor Lum seems to be under the spell of ChatGPT, but let's not get carried away with the AI chatbot craze. While it does have some benefits, his arguments are like a leaky boat in a stormy sea — full of holes.

According to Professor Lum, ChatGPT offers students a wealth of information. Sure, it's like having a walking encyclopedia (百科全书), but learning is not about copying an answer. It's about the journey of discovery. ChatGPT, armed with its vast database, denies students the opportunity to explore and learn through their own efforts. It's like awarding a participation medal for a race that hasn't even begun!

He also claims that ChatGPT improves communication skills. Seriously? Chatting with an AI is not the same as having a real conversation. How can we expect students to handle the complexities of the real world if all they know is how to talk to a chatbot? Let's not turn them into socially awkward bots themselves.

Oh, and let's not forget about critical thinking. Professor Lum thinks ChatGPT challenges students to think critically. But come on, folks! It's merely a machine! It's not going to teach them how to question assumptions, analyze evidence, or come up with innovative solutions. We need human interaction and lively debates for that.

Lastly, Professor Lum believes ChatGPT can provide support and guidance. Again, seriously? Are we going to replace human emotions with lines of code (代码)? ChatGPT might offer some comforting words, but it can't replace the warmth and understanding that can only be found in human interaction. Let us not abandon our students, leaving them to feel more alone and disconnected than ever before.

Professor Lum's opinion regarding ChatGPT warns us against too much reliance on technology. Rather than prioritizing ChatGPT, the focus should be on developing critical thinking, promoting genuine human interaction, and emphasizing the core aspects of education.

1. What is compared to a participation medal in paragraph 2?

- A. A walking encyclopedia.
- B. A journey to explore.
- C. A vast database.
- D. An answer.

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