

## 2022-2023 学年度第一学期 12 月月考

年级:高三 科目:英语 班级\_\_\_\_\_ 学号\_\_\_\_\_ 姓名\_\_\_\_\_

(本卷满分 100 分, 考试时间 90 分钟)

### 第一部分: 知识运用 (共两节, 30 分)

#### 第一节 完形填空 (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。

#### What It Takes to Put Your Phone Away

According to the iPhone's Screen Time, my typical daily phone activity includes 90 minutes of texting, one hour of e-mail, and yet another hour of social media. And there are also about seventy “pickups,” meaning that I 1 my phone about four times per hour. I carry my phone around with me as if it were a(n) 2.

I have tried all sorts of things to look at screens 3: I don't get push notifications (推送通知). I use an app called Freedom to block social media for much of the workday. But they don't seem to work.

The Georgetown computer-science professor Cal Newport argues that we must establish a “philosophy of technology use.” He recommends a month-long digital detox (脱瘾), in which a person takes a(n) 4 from all optional technologies. When it's over, the digital minimalist (极简主义者) slowly reintroduces these technologies.

Newport defines a digital minimalist as someone who drops “low-quality activities like mindless phone swiping and halfhearted binge-watching (刷刷).” They are 5 high-value leisure activities such as board games, book clubs, and learning to “fix or build something every week.”

At the beginning of March, I decided to try to follow Newport's advice. I adjusted the home-computer settings to cut my social media 6 to 15 minutes. And I changed my Freedom settings to 7 Twitter and Instagram altogether. I left my phone in the apartment whenever I walked my dog.

During the first few days of my internet decluttering (清理), I found myself compulsively (强迫性地) checking my unchanged in-box and already-read text

messages—attempting, as if bewitched (着迷的), to see 8 information there. Soon I got used to the dull, pleasant blankness. One afternoon, I lay on my couch and felt an influx of mental 9 that was both disturbing and pleasurable. I didn't want to learn how to fix or build anything, or start a book club. I wanted to experience myself as soft and loose and purposeless.

On the first day of April, I took stock of my digital experiment. I had not become a different, better person. But I had become more 10 of why I use technology, and how it meets my needs. I loosened my home-computer settings on social media, back to 45 daily minutes. I considered my Freedom parameters, which I had already learned to break, and let them be.

- |                      |                |                   |                   |
|----------------------|----------------|-------------------|-------------------|
| 1. A. charge         | B. check       | C. drop           | D. lift           |
| 2. A. litter bin     | B. oxygen tank | C. travelling bag | D. treasure box   |
| 3. A. less carefully | B. more often  | C. less often     | D. more carefully |
| 4. A. break          | B. example     | C. look           | D. step           |
| 5. A. in charge of   | B. in favor of | C. in honor of    | D. in search of   |
| 6. A. allowance      | B. duration    | C. limitation     | D. waste          |
| 7. A. block          | B. browse      | C. cancel         | D. remove         |
| 8. A. free           | B. similar     | C. new            | D. various        |
| 9. A. disorder       | B. power       | C. resource       | D. silence        |
| 10. A. suspicious    | B. considerate | C. guilty         | D. aware          |

## 第二节 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一个适当的词, 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

*This Side of Paradise*, Fitzgerald's first novel, 11 (publish) in 1920. Encouraged by its success, Fitzgerald began to devote more time to his writing. Then he continued with the novel *The Beautiful and Damned* (1922), a collection of short stories *Tales of the Jazz Age* (1922). But his 12 (great) success of all his works was *The Great Gatsby*, published in 1925, 13 quickly brought him praise from the literary world. Then, in 1926, he published another collection of short stories *All the Sad Young Men*.

### B

If you're looking for a unique adventure, the Space and Aviation Center (SAC) is the place to be. The Center provides trainees 14 programs designed to challenge and inspire. More than 750,000 have graduated from SAC, with many 15 (seek)

employment in engineering, aviation, education, medicine, and a wide variety of other professions. They come to camp, wanting to know 16 it is like to be an astronaut or a pilot, and they leave with real-world applications for what they're studying in the classroom. With all the programs, teamwork is key as trainees learn the importance of leadership and 17 (be) part of a bigger task.

### C

Since the 1970s, scientists 18 (search) for ways to link the brain with computers. Brain-computer interface technology could help people with disabilities send commands to machines. Recently, two researchers, Jose Millan and Michele Tavella from the Federal Polytechnic School in Lausanne, Switzerland, showed a small robotic wheelchair 19 (direct) by a person's thoughts. In the laboratory, Tavella operated the wheelchair just by thinking about moving his left or right hand. He could even talk as he watched the vehicle and guided 20 with his thoughts.

## 第二部分：阅读理解（共 19 小题；每小题 2 分，共 38 分）

### 第一节（共 14 小题，每小题 2 分，共 28 分）

#### A

Let's be honest: it can be hard to get motivated to do your schoolwork even in the best of times. So finding the motivation, while you're learning from home, is extra challenging. Here are a few tips that could maximize your motivation.

#### 1. Guard Your Time

You do not need large amounts of time to be productive. Instead, be focused in short blocks when you can work without interruption. Protect these open times by setting up your workspace to minimize distractions—including silencing notifications (通知) on your cellphone or laptop.

#### 2. Determine How Much Work Is Needed

Write down the work you need to achieve because there is a limit to how much information you can recall and process at one time. Examine the remaining projects, and estimate the amount and type of effort each requires.

#### 3. Break Large Projects into Smaller Ones

Breaking big projects into smaller and more manageable tasks allows you to achieve maximum efficiency and effectiveness. Your assigned tasks should follow a logical order. Also, making a list and crossing things off that list is really satisfying.

#### 4. Set Goals

Set goals related to effort. For example, plan to spend 60 minutes at a specific time of the day studying a pre-determined concept. Also, set goals related to the completion of specific tasks or projects. For instance, give yourself a deadline to read and take notes on

a specific article for a certain paper you must write.

### 5. Identify the Rewards

It pays to clarify the rewards this term—whether those rewards are internal, such as the feeling of accomplishment that comes from understanding a difficult concept well, or external, such as getting a good grade.

Work to build good habits and strategies now. It will pay off in the future.

21. What skills do the first two tips relate to?

- A. Writing skills.                      B. Social skills.  
C. Teamwork skills.                  D. Time management skills.

22. According to the passage, which can help you most when you are faced with a big task?

- A. Tip 2.      B. Tip 3.      C. Tip 4.      D. Tip 5.

23. What is the main purpose of the passage?

- A. To show students how to stay focused on schoolwork.  
B. To analyze students' difficulties of learning from home.  
C. To offer students advice on how to improve productivity.  
D. To summarize some tips for parents to share with their children.

### B

I had an experience some years ago which taught me something about the ways in which people make a bad situation worse by blaming themselves. One January, I had to officiate at two funerals on successive days for two elderly women in my community. Both had died “full of years,” as people believe; both yielded to the normal wearing out of the body after a long and full life. Their homes happened to be near each other, so I paid condolence (吊唁) calls on the two families on the same afternoon.

At the first home, the son of the deceased (已故的) woman said to me, “If only I had sent my mother to Florida and gotten her out of this cold and snow, she would be alive today. It’s my fault that she died.” At the second home, the son of the other deceased woman said, “If only I hadn’t insisted on my mother’s going to Florida, she would be alive today. That long airplane ride, the abrupt change of climate, was more than she could take. It’s my fault that she’s dead.”

When things don’t turn out as we would like them to, it is very tempting to assume that had we done things differently, the story would have had a happier ending. Any time

there is a death, the survivors will feel guilty. Because the course of action they took turned out badly, they believe that the opposite course – keeping Mother at home, and postponing the operation – would have turned out better. After all, how could it have turned out any worse?

There seem to be two elements involved in our readiness to feel guilty. The first is our pressing need to believe that the world makes sense, that there is a cause for every effect and a reason for everything that happens. That leads us to find patterns and connections both where they really exist and where they exist only in our minds.

The second element is the notion that we are the cause of what happens, especially the bad things that happen. It seems to be a short step from believing that every event has a cause to believing that every disaster is our fault. The roots of this feeling may lie in our childhood. Psychologists speak of the infantile myth of omnipotence (万能). A baby comes to think that the world exists to meet his needs, and that he makes everything happen in it. He wakes up in the morning and summons the rest of the world to its tasks. He cries, and someone comes to attend to him. When he is hungry, people feed him, and when he is wet, people change him. Very often, we do not completely outgrow that infantile notion that our wishes cause things to happen.

24. What is said about the two deceased elderly women?

- A. They lived out a natural life.
- B. They died of exhaustion after the long plane ride.
- C. They weren't accustomed to the change in weather.
- D. They died due to lack of care by family members.

25. People feel guilty for the deaths of their loved ones because \_\_\_\_\_.

- A. they couldn't find a better way to express their grief
- B. they believe that they were responsible
- C. they had neglected the natural course of events
- D. they didn't know things often turn out in the opposite direction

26. People have been made to believe since infancy that \_\_\_\_\_.

- A. everybody is at their command
- B. life and death is an unsolved mystery
- C. every story should have a happy ending
- D. their wishes are the cause of everything that happens

C

In the USA, youth curfews (宵禁) are traditionally issued by a parent in the interest of safety. This type of curfew is personal, and rightfully so. However, to stop teenagers committing crimes, some officials have turned youth curfews from family decisions into public laws.

The idea may have been thought to have good intentions. In practice, however, these policies have been shown to be unfair and unconstitutional, according to the American Civil Liberties Union (ACLU). In the town of Sumner, Washington, a father allowed his fourteen-year-old son to go to a convenience store after 11:00 p.m. Sumner had adopted a curfew law that prohibited people under the age of eighteen from being in public places past that hour. The father was fined, and then he pursued a legal challenge against the town. The ACLU, which filed the case on behalf of the father, claimed the curfew laws had violated parents' rights. In the end, Sumner's curfew laws were struck down.

But isn't it irresponsible not to enforce a curfew on teenagers? Curfew laws supporters argue that officials should provide a curfew to ensure teens are home by a reasonable hour. The risk of a serious accident is three times as high for drivers aged sixteen to nineteen as for drivers over twenty. And dangers only increase at night. This indicates to some that a law keeping teens off the road late at night is a positive safety measure. Still, the National Highway Traffic Safety Administration (NHTSA) says that the best ways for drivers to increase safety are by obeying the speed limit, wearing a seat belt, and paying attention. The NHTSA makes no mention of youth curfews making driving safer.

In cities, curfew enforcement has been ineffective or even had a negative impact on communities. Most crimes committed by teens actually happen around 3:00 p.m., right after school. On non-school days, that time shifts to between 7:00 p.m. and 9:00 p.m. The curfew hours, usually between 10:00 p.m. and 6:00 a.m., occur at a time of day when teenage crime is at its lowest. Meanwhile, violent crime rates peak around 10:00 p.m. for adults. When law enforcement performs the teen curfew sweep, policemen are distracted from the more serious violent crimes being committed by adults at that time. Also troubling is the racial discrimination in cities with curfews. For example, recent data

have found that in Minneapolis, Minnesota, 56% of youths charged with breaking curfews were African American. Other law enforcement department reports show similar problems. Curfew laws are criticized because they are enforced in a racially discriminatory way.

The ACLU has succeeded in striking down at least one curfew law because of concerns over parental rights. Along with other community and civil rights groups, it continues to pursue other cases, arguing that curfew law enforcement can only increase tension and crime. To arrest teens for driving home from the movies, playing basketball in the park, or simply walking their dog is to punish them for being outside their homes—a policy inconsistent with the individual rights established in the U. S. Constitution.

27. What is the author's attitude towards legal curfews for teenagers?

- A. Supportive. B. Disapproving. C. Uncertain. D. Indifferent.

28. What does Paragraph 4 mainly talk about?

- A. Reasonable curfew hours for teenagers.  
B. The necessity of enforcing youth curfews.  
C. Unwanted consequences of youth curfews.  
D. The impact of youth curfews on adult crimes.

29. What can be inferred about the ACLU from the passage?

- A. It helps people defend their individual rights.  
B. It is in favour of enforcing a curfew on teenagers.  
C. It stresses the responsibilities of parents to their children.  
D. It believes youth curfews are highly related to road safety.

30 From the passage we can learn that\_\_\_\_\_.

- A. teenagers in the United States love their independence  
B. enforcing youth curfews will lead to distrust of the policemen  
C. legal curfews should exist only when parents are irresponsible  
D. legal curfews violate individual liberties and may be cancelled

D

In his 1975 novel *Changing Places*, British novelist David Lodge described the lifestyle of two literature professors who cross the planet repeatedly, trading a rainy English campus for a sunny California university, and vice versa. Along the way, many other things are exchanged as well, including affairs of the heart.

While scholars working today don't enjoy the same benefits — luxury hotels and business-class flights in particular — they might recognize that they still live in Lodge's small world. Since the mid-1970s, transportation and communication advances have made the planet steadily smaller and the number of international students has risen sharply in turn. In Lodge's novels, universities seemed changeless, while four decades later they are fully engaged in internationalization.

In the post Cold War era, academic relationships are becoming richer and more complex. Students in the Global South, eager to participate in the knowledge economy and receive some of its benefits, are driving much of the increased demand for education at all levels. That future profits and solutions to pressing global problems are to be found in advanced research makes international cooperation essential.

As a recent report shows, internationalization is a strategic priority for many universities and they're working to put themselves on the world map. When competing for new lands, however, familiar rules no longer apply and new guidelines must be established to increase the chance of profits, or at least minimize potential losses.

The internationalization of universities raises an old problem: the ability to connect to global development without losing diversity. Some aspects of global science, such as Nobel prizes, tend to promote a "winner-takes-all" system. Higher education institutions should take a critical distance from his tendency and embrace their diversity—there is more than one Treasure Island for science. Internationalization is not about going to places similar to our own country or institution. Instead, students and scholars can find stimulating environments and academic conditions that can challenge what they take for granted.

We generally assume that higher education and innovation go hand in hand, but we do not know how innovation comes about. The only reasonable assumption is that it happens in difficult conditions, when we have to overcome a problem. That's why it's



important to put students and scholars in challenging diverse situations and help them learn different ways of thinking. From my point of view, enhancing access and promoting diversity should be the compass of all internationalization strategies. So, the ship has started, and let's sail.

31. The purpose of mentioning the novel by David Lodge is to \_\_\_\_\_.
- A. show how things are changed internationally
  - B. introduce the topic of the internationalization of universities
  - C. convince the readers that universities are changeless
  - D. criticize the lifestyle of two literature professors
32. What can be inferred from the passage?
- A. International students make academic relationship of universities more complex.
  - B. All the universities are working hard to attract more international students.
  - C. Universities have to set up new rules to cope with the competition.
  - D. The reasons for international cooperation of universities are profits and competition.
33. What does the underlined sentence "there is more than one Treasure Island for science" in Paragraph 5 mean?
- A. Globalized Higher education should be diverse.
  - B. Internationalized Higher education is expected of winning more Nobel Prizes.
  - C. Globalized Higher education should develop more treasures with science.
  - D. Internationalization of universities should challenge scholars more.
34. What does the passage mainly talk about?
- A. Innovation—the best solution to globalization.
  - B. Innovation and cooperation come to us hand in hand.
  - C. International cooperation of universities becomes more essential.
  - D. Globalized higher education—there's more than one way to excellence.

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。选项有两项为多余选项。

Learning a language literally changes your brain

If you've ever learned a new language, you know how difficult it can be. Native languages seem almost built-in. 35 But learning a new language, especially after

early childhood, can be a huge task, burdened by long vocabulary lists to memorize, and complex cases and troublesome tenses to master. Of course, it's worth the effort. In today's interconnected world, learning a new language can change your life. It will certainly change your brain.

Learning anything changes your brain, at least a little bit. 36 John Grundy, a neuroscientist specializing in bilingualism and the brain, says when you learn a new language, your brain gets rearranged, new connections are made and new pathways are formed.

Those extra pathways can come in handy. Grundy offers a useful analogy (类比): Imagine that you always take the same route to work. Then one day, the road is washed out. Now what? If you'd varied your route over the years, you'd have options already in mind. You could hop on another road and maybe make it to your desk before your boss noticed you were late. "It's really just a remodeling of the brain that allows it to become more efficient," Grundy says.

37 After three months of intense language study, recruits at the Swedish Armed Forces Interpreter Academy had increases in cortical (皮层的) thickness in areas associated with language processing.

Knowing a second language can also help prevent or at least delay cognitive decline. "There is a consistent finding that bilinguals are able to stave off symptoms of dementia for about four to six years compared to monolinguals," says Grundy. 38

If you're thinking it's too late, you're probably wrong. We often think only children can learn languages with ease. It's true that young children do more quickly learn whatever language they're exposed to, but when it comes to adding on a new one, adults aren't at as much of a disadvantage as you might think. 39 If you practice a lot and immerse yourself in the language, you can see the benefits at any age, especially when you get older.

- A. But learning a language does it in high gear.
- B. We soak them up naturally when we're very young.
- C. And these changes don't help with only language functions.
- D. A 2012 study found that this remodeling can be significant.
- E. It's not so much the age at which you learn a new language as the way you learn it.
- F. Picking up a new language could change your brain, and may even help stave off dementia.
- G. And that's pretty impressive considering the best medications we have can

postpone the symptoms for only about a year or so.

### 第三部分：书面表达（共两节，32 分）

第一节 阅读表达（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，根据题目要求回答问题。



When Holly Ford walked past a long disused phone box on the outskirts of her home village of Cladich, near Inverary in Argyll, Scotland, in 2017, an idea began to form which combined her love of baking with a new use for the box, which at that point was ignored by almost everyone—including the field of Highland cattle that grazed behind it.

“It’s been amazing how much support we had from the outset,” said Holly, who got permission from the community council to use the call box. The “Adopt A Booth” scheme run by British Telecom made it possible to buy a phone box for as little as £1 and adapt it to new uses.

“Nobody told us it wouldn’t work, but we did get a few locals who thought that people would just help themselves to cakes without paying.”

“These concerns proved to be wholly unfounded. The honesty box—which is located next to the shortbread, cookies, lemon drizzle cakes, jams, eggs and candles—has always been used correctly by customers,” claims Holly with the box remaining entirely unstaffed.

“It’s a surprisingly busy stretch of road for traffic in the summer,” Holly remarks. “And we do get quite a few notes that people leave for us saying how much they like the idea.”

Only open during the summer months, Holly has turned the box into layers of shelves for her cakes and other local produce. Able to make close to £100 a day in peak summer months, she also runs regular charity bakes in the community.

“It’s a very remote place,” she tells me. “And I’m not sure the honesty box approach would work in a more urban area. But for where we live it’s perfect and it’s surprisingly easy to make something like this happen. It’s really important to put in the work on social media and to keep your self-belief in the idea.”

Cakes In The Call Box also puts Holly in the position to judge which cakes most

tickle the taste buds of passing travellers with a sweet tooth.

“The brownies are the go-to, always,” she tells me, “though I do like expanding the range. I’m working on Swedish buns with cardamom at the moment. The only thing is that I can’t get them to rise at the moment! I’ll keep on working on it at home though, so maybe next summer they’ll be in the box!”

40. What idea did Holly Ford have when she passed a long disused phone box?

41. What support did Holly Ford get from the start to turn her idea into reality?

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

*Nobody worried that Holly’s idea wouldn’t work, and people even left notes saying how much they liked the idea.*

43. Among Holly’s qualities, which one(s) do you think will be important for you? Why?

*(In about 40 words)*

第二节 (共 20 分)

假设你是红星中学高三学生李华。你因为是新冠病毒的密接人员而居家隔离了一周，隔离期间，社区的外国志愿者 Jim 给予了你很多帮助，你打算给 Jim 写一封感谢信，内容包括：

1. 感谢所帮你做的事情；
2. 对你的意义和你的感受。

注意：新冠病毒的密接人员：a close contact with COVID-19;

隔离：quarantine v./n.

1. 词数 100 左右；
2. 信的开头与结尾已给出，不计入总词数。

Dear Jim,

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Yours,

Li Hua

## 关于我们

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平台自创办以来，为众多重点大学发现和推荐优秀生源，和北京近百所中学达成合作关系，累计举办线上线下升学公益讲座数百场，帮助数十万考生顺利通过考入理想大学，在家长、考生、中学和社会各界具有广泛的口碑影响力

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