

2024 北京三十五中高三 10 月月考

英 语

2024.10

行政班_____ 教学班_____ 姓名_____ 学号_____

试卷说明：本试卷共 100 分。考试时长 90 分钟。考生务必将答案答在答题卡上，在试卷上作答无效。

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。

I'd just arrived at school, ready for another school day. I was reading a book in the classroom when there was an 1 _____. "Today at 1: 10 there will be auditions (面试) for a musical." My friends all jumped up in excitement and asked me, "Will you be going, Amy?" "Sure," I said. I had no 2 _____ in drama, but I'd try out because my friends were doing it.

At 1:10, there was a 3 _____ outside the drama room. Everyone looked energetic. I hadn't expected I'd be standing there that morning. But now that I was doing it, I 4 _____ felt nervous. What if I wasn't any good?

I entered the room and the teachers made me say some lines from the musical. They then 5 _____ my singing skills and asked what role I wanted to play. The teachers were smiling and praising me. I felt like I had a 6 _____, so I said, "A big role." They said they'd look into it. I started getting really nervous. What if I didn't get a main role? Soon, the cast list was 7 _____. My friends checked and came back shouting, "Amy, you got the main role!" Sure enough, my name was at the top. I just stared at it and started to 8 _____. I was so happy.

After two months we were all prepared and ready to go on stage. It was fun. And when people started 9 _____, that gave me a boost of confidence. It stayed with me and made me feel 10 _____. I realised that by trying something new, I can have fun — even if it means stepping out of my comfort zone.

- | | | | |
|------------------|-----------------|-----------------|---------------|
| 1. A. assignment | B. initiative | C. announcement | D. interview |
| 2. A. hesitancy | B. interest | C. worry | D. regret |
| 3. A. game | B. show | C. play | D. line |
| 4. A. suddenly | B. continuously | C. originally | D. generally |
| 5. A. advertised | B. tested | C. challenged | D. polished |
| 6. A. demand | B. credit | C. dream | D. chance |
| 7. A. traded | B. posted | C. questioned | D. claimed |
| 8. A. well up | B. roll in | C. stand out | D. go off |
| 9. A. whispering | B. arguing | C. clapping | D. stretching |
| 10. A. funnier | B. fairer | C. cleverer | D. braver |

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 个适当的单词，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



Slowing down can contribute significantly to personal growth. Taking the time ____11____ (rest) allows us to develop a deeper sense of ____12____ (self-aware). When we slow down, we create space to reflect on our thoughts and emotions, which helps us identify important areas of our lives and ____13____ (give) us the opportunity to make right choices. To practise this, we need to establish clear ____14____ (boundary) in our personal and professional life.

B

On April 5, 2024, John Tinniswood ____15____ (name) the world's oldest living man. And when ____16____ (ask) about his new title, he shared the secret: moderation (适度). Tinniswood, ____17____ doesn't smoke and rarely drinks, credited moderation for helping him stay healthy during his long life. "If you eat too much or do too much of anything, you're going to suffer eventually," he said.

C

One day, I saw a boy walking along George Street with an armful of books. I thought ____18____ myself, "Why would he carry all his books?" Just then, some kids ran at him, ____19____ (knock) his books out of his arms. His glasses went flying and landed in the grass. My heart went out to him, and I ____20____ (jog) over to him. As I handed him the glasses, he looked at me and said, "Thanks!"

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 Language Exchange Programme allows students in pairs to communicate in two different languages they wish to share and learn each week. Students record short entries after each partner meeting noting the language skills practised and the topics discussed. Each pair of students meets three times throughout the term with a teacher who decides if the exchange is effective. Students who successfully complete the programme will receive one credit each.

Requirements for completion:

- One welcoming session on the second Friday of the term
- 18 weekly one-hour pair meetings
- Weekly progress reports for all pair meetings
- At least three pair-teacher meetings
- One five-minute final video



Sign up!

The sign-up and registration process is as follows:

- Students sign up and indicate the languages they can share and languages they are interested in learning.
- Based on the information entered by each student, potential pairs are identified.
- Proficiency (熟练) levels are confirmed through coursework or placement tests.
- Once a pair has been determined to be suitable, the students will be contacted individually with a special permission number to register for the programme.

Reminders:

Signing up for the programme does not automatically mean that you will be able to register and participate. Pairs are matched by languages of interest and proficiency levels.

Since there are many factors involved in the pairing process, not all students who sign up will be matched with a partner and be able to register for the programme.

21. In the programme, students will _____.

- A. chair daily meetings B. evaluate the exchange
C. meet teachers each week D. practise their language skills

22. To complete the programme, students are required to _____.

- A. Develop placement tests B. participate in pair meetings
C. welcome new students D. work on weekly videos
23. What do students need to do during the registration?

- A. Indicate their languages of interest. B. Select their own coursework.
C. Make individual contact. D. Choose their partners.



B

When I was a little girl, I liked drawing, freely and joyously making marks on the walls at home. In primary school, I learned to write using chalks. Writing seemed to be another form of drawing. I shaped individual letters into repeating lines, which were abstract forms, delightful but meaningless patterns.

In secondary school, art was my favourite subject. Since I loved it so much I thought I was good at it. For the art O-level exam I had to present an oil painting. I found it difficult, but still hoped to pass. I failed, with a low grade. I'd been over-confident. Now I'd been declared talentless.

But other channels of creativity stayed open: I went on writing poems and stories. Still, I went to exhibitions often. I continued my habitual drawing, which I now characterised as childish doodling (乱画). In my 30s, I made painter friends and learned new ways of looking at art. However, I couldn't let myself have a go at actually doing it. Though these new friends were abstract painters using oil paints, or were printmakers or sculptors, I took oil painting as the taboo (禁忌) high form I wasn't allowed to practise.

One night, in my early 40s, I dreamed that a big woman in red approached me, handed me a bag of paints, and told me to start painting. The dream felt so authoritative that it shook me. It was a form of energy, giving me back something I'd lost. Accordingly, I started by experimenting with water colours. Finally, I bought some oil paints.

Although I have enjoyed breaking my decades-long taboo about working with oil paints, I have discovered I now prefer chalks and ink. I let my line drawings turn into cartoons I send to friends. It all feels free and easy. Un-anxious. This time around, I can accept my limitations but keep going.

Becoming a successful painter calls for being resolute. I realised I was always afraid of wanting too much. That dream reminded me that those fears and desires could encourage me to take risks and make experiments.

24. How did the author feel about the result of the art exam?

- A. Scared. B. Worried. C. Discouraged. D. Wronged.

25. In her 30s, the author _____.

- A. avoided oil painting practice B. sought for a painting career
C. fancied abstract painting D. exhibited child paintings

26. Which word would best describe the author's dream?

- A. Confusing. B. Empowering. C. Disturbing. D. Entertaining.

27. What can we learn from this passage?

- A. Actions speak louder than words. B. Hard work is the mother of success.
C. Dreams are the reflections of realities. D. Creative activities involve being confident.



C

The notion that we live in someone else's video game is irresistible to many. Searching the term "simulation hypothesis" (模拟假说) returns numerous results that debate whether the universe is a computer simulation — a concept that some scientists actually take seriously. Unfortunately, this is not a scientific question. We will probably never know whether it's true. We can, instead, use this idea to advance scientific knowledge.

The 18th-century philosopher Kant argued that the universe ultimately consists of things-in-themselves that are unknowable. While he held the notion that objective reality exists, he said our mind plays a necessary role in structuring and shaping our perceptions. Modern sciences have revealed that our perceptual experience of the world is the result of many stages of processing by sensory systems and cognitive (认知的) functions in the brain. No one knows exactly what happens within this blackbox. If empirical (实证的) experience fails to reveal reality, reasoning won't reveal reality either since it relies on concepts and words that are contingent on our social, cultural and psychological histories. Again, a black box.

So, if we accept that the universe is unknowable, we also accept we will never know if we live in a computer simulation. And then, we can shift our inquiry from "Is the universe a computer simulation?" to "Can we model the universe as a computer simulation?" Modelling reality is what we do. To facilitate our comprehension of the world, we build models based on conceptual metaphors (隐喻) that are familiar to us. In Newton's era, we imagined the universe as a clock. In Einstein's, we uncovered the standard model of particle (粒子) physics. Now that we are in the information age, we have new concepts such as the computer, information processing, virtual reality, and simulation. Unsurprisingly, these new concepts inspire us to build new models of the universe. Models are not the reality, however. There is no point in arguing if the universe is a clock, a set of particles or an output of computation. All these models are tools to deal with the unknown and to make discoveries. And the more tools we have, the more effective and insightful we can become.

It can be imagined that comparable to the process of building previous scientific models, developing the "computer simulation" metaphor-based model will also be a hugely rewarding exercise.

28. What does the author intend to do by challenging a hypothesis?

- A. Make an assumption. B. Illustrate an argument.
C. Give a suggestion. D. Justify a comparison.

29. What does the phrase "contingent on" underlined in Paragraph 2 probably mean?

- A. Accepted by. B. Determined by. C. Awakened by. D. Discovered by.

30. As for Kant's argument, the author is _____.

- A. appreciative B. doubtful C. unconcerned D. disapproving

31. It is implied in this passage that we should _____.

- A. compare the current models with the previous ones
B. continue exploring the classical models in history
C. stop arguing whether the universe is a simulation
D. turn simulations of the universe into realities

D

Franz Boas's description of Inuit (因纽特人) life in the 19th century illustrates the probable moral code of early humans. Here, norms (规范) were unwritten and rarely expressed clearly, but were well understood and taken to

heart. Dishonest and violent behaviours were disapproved of; leadership, marriage and interactions with other groups were loosely governed by traditions. Conflict was often resolved in musical battles. Because arguing angrily leads to chaos, it was strongly discouraged. With life in the unforgiving Northern Canada being so demanding, the Inuit's practical approach to morality made good sense.

The similarity of moral virtues across cultures is striking, even though the relative ranking of the virtues may vary with a social group's history and environment. Typically, cruelty and cheating are discouraged, while cooperation, humbleness and courage are praised. These universal norms far pre-date the concept of any moralising religion or written law. Instead, they are rooted in the similarity of basic human needs and our shared mechanisms for learning and problem solving. Our social instincts (本能) include the intense desire to belong. The approval of others is rewarding, while their disapproval is strongly disliked. These social emotions prepare our brains to shape our behaviour according to the norms and values of our family and our community. More generally, social instincts motivate us to learn how to behave in a socially complex world.

The mechanism involves a repurposed reward system originally used to develop habits important for self-care. Our brains use the system to acquire behavioural patterns regarding safe routes home, efficient food gathering and dangers to avoid. Good habits save time, energy and sometimes your life. Good social habits do something similar in a social context. We learn to tell the truth, even when lying is self-serving; we help a grandparent even when it is inconvenient. We acquire what we call a sense of right and wrong.

Social benefits are accompanied by social demands: we must get along, but not put up with too much. Hence self-discipline is advantageous. In humans, a greatly enlarged brain boosts self-control, just as it boosts problem-solving skills in the social as well as the physical world. These abilities are strengthened by our capacity for language, which allows social practices to develop in extremely unobvious ways.

32. What can be inferred about the forming of the Inuit's moral code?

- A. Living conditions were the drive. B. Unwritten rules were the target.
C. Social tradition was the basis. D. Honesty was the key.

33. What can we learn from this passage?

- A. Inconveniences are the cause of telling lies.
B. Basic human needs lead to universal norms.
C. Language capacity is limited by self-control.
D. Written laws have great influence on virtues.

34. Which would be the best title for this passage?

- A. Virtues: Bridges Across Cultures B. The Values of Self-discipline
C. Brains: Walls Against Chaos D. The Roots of Morality

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。

If you want to develop maximum credibility (可信性), is it better to be a hedgehog (刺猬) or a fox? According to Isaiah Berlin, the hedgehog knows one thing very well, and the fox knows a lot of things.

Is there a clear advantage of one style over the other? Hedgehog thinkers tend to answer yes. 35 And they are usually very credible in doing so. According to Jim Hart, the "hedgehog concept" is one of the factors that



lead companies to greatness. They focus on one thing and do it really well. They figure out what they are good at.
36 ___ The hedgehog concept makes perfect sense for companies.

___ 37 ___ Philip Tate has studied the track records of those folks on the Sunday talk shows who make predictions about what will happen. He has found that hedgehogs are not only wrong more often than foxes, but that they are less likely to recognise or admit that they are wrong when events do not match their predictions. The advantage that foxes have is that they are more likely to seek out new information from a broader range of sources, and are comfortable with uncertainty and new information. ___ 38 ___ They try to include it in their viewpoint rather than to exclude it from their thinking. They also have a clearer estimation of what they know and don't know.

So, which is better? The question can be answered in a foxy hedgehog style. ___ 39 ___ The choice between being a hedgehog or a fox is a false trade-off. The most effective way to go through life is to try to be that rare mixture known as foxy hedgehog.

- A. In other words, there are clear advantages for each.
- B. They are more likely to remember people's mistakes.
- C. Hence, they have the advantage of clarity and confidence.
- D. But there can be a downside to concentration on one big thing.
- E. However, hedgehogs remain open to others' reactions and inputs.
- F. When something is contradictory to their view, they don't treat it as exceptional.
- G. They come down squarely on one side or the other and fully support their position.



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。

Growing up, I idealised independence. I always wanted my own efforts to be enough. When I decided to pursue a postgraduate degree, I wanted to develop a novel research programme and quickly establish myself as an independent scientist. But I was unrealistically optimistic about what I could achieve.

As I began designing experiments, my committee members warned me about the challenges I would face. But my need for independence drove me to push forward with my research plan. As a result, the first four years of my postgraduate career were defined by a series of failures.

During my second year, I failed my comprehensive exam because my proposal was unclear. During my third year, I discovered that after treating thousands of seeds, I obtained just one plant I could use for experiments. By my fourth year, my desperation to succeed overshadowed my desire for independence.

My adviser and I devised (想出) a somewhat unusual solution: I would spend three months in a collaborating (合作的) lab to obtain specialised training. I worked extensively with other students, constantly asked questions, and helped with ongoing projects to learn everything I could. Finally, I conducted an elegant experiment that would not have been possible without the help of the members in the lab.

My adviser saw this experience as a groundbreaking success, emphasising the collaborating skills I acquired. A few months later, when I repeated the experiment in my home lab, I produced more publishable data. By learning when to ask for help, I eventually found myself on the way to becoming an independent scientist.

40. In the beginning, what drove the author to push forward with the research plan?

41. What was the solution by the adviser and the author after those repeated failures?

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

why.

> *The adviser considered the author's experience in the lab a groundbreaking success because publishable data had been produced.*

43. From this story, what can you learn about "independence"? (In about 40 words) 第二节 (20 分)

假设你是红星中学高三学生李华。你的外国好友 Jim 准备给其校报的 Asia Today 栏目投稿。得知今年新中国成立 75 周年，他打算重点介绍中国的发展成就，发来邮件询问你的建议。请你用英文给他回复，内容包括：

(1) 建议投稿内容；(2) 就以上建议简要说明理由。

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

