

巴蜀中学 2023 届高三适应性月考卷（六）

英 语

注意事项：

1. 答题前，考生务必用黑色碳素笔将自己的姓名、准考证号、考场号、座位号在答题卡上填写清楚。
2. 每小题选出答案后，用 2B 铅笔把答题卡上对应题目的答案标号涂黑。如需改动，用橡皮擦干净后，再选涂其他答案标号。在试题卷上作答无效。
3. 考试结束后，请将本试卷和答题卡一并交回。满分 150 分，考试用时 120 分钟。

第一部分 听力（共两节，满分 30 分）

注意，听力部分答题时，请先将答案标在试卷上。听力部分结束前，你将有两分钟的时间将答案转涂到答题卡上。

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

听下面 5 段对话。每段对话后有一个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听完每段对话后，你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What fruit salad will the woman probably make?

| | | |
|-----------|------------|-----------|
| A. Apple. | B. Banana. | C. Grape. |
|-----------|------------|-----------|
2. Why is the woman upset?

| | | |
|----------------------|------------------------------|----------------------------------|
| A. She dislikes art. | B. She has to do many tasks. | C. She doesn't like her teacher. |
|----------------------|------------------------------|----------------------------------|
3. How much money will the man send to the woman?

| | | |
|-----------|-----------|-------------|
| A. \$500. | B. \$850. | C. \$1,000. |
|-----------|-----------|-------------|
4. What is the woman doing?

| | | |
|-------------------|--------------------------|-------------------------------|
| A. Giving advice. | B. Making a travel plan. | C. Organizing fun activities. |
|-------------------|--------------------------|-------------------------------|
5. What are the speakers mainly discussing?

| | | |
|---------------|-----------------|------------------------|
| A. Housework. | B. The weather. | C. Weekend activities. |
|---------------|-----------------|------------------------|

第二节（共 15 小题；每小题 1.5 分，满分 22.5 分）

听下面 5 段对话或独白。每段对话或独白后有 2 至 4 个小题，从题中所给的 A、B、C 三个选项中最选出最佳选项，并标在试卷的相应位置。听每段对话或独白前，你将有 5 秒钟的时间阅读各个小题；听完后，各小题将给出 5 秒钟的作答时间。每段对话或独白读两遍。

听下面一段对话，回答第 6 和第 7 题。

6. What is the woman going to do?

| | | |
|-----------------|-----------------------|-------------------------|
| A. Take a taxi. | B. Carry her luggage. | C. Pick up her husband. |
|-----------------|-----------------------|-------------------------|
7. How soon will the woman's train leave?

| | | |
|-------------------|-------------------|-------------------|
| A. In 15 minutes. | B. In 25 minutes. | C. In 35 minutes. |
|-------------------|-------------------|-------------------|

听下面一段对话，回答第 8 和第 9 题。

8. What do we know about the woman?

- A. She rarely goes to the cafeteria.
- B. She likes to try something new.
- C. She knows much about nutrition.

9. What does the man think of the cafeteria lady?

- A. She is clever.
- B. She is generous.
- C. She is knowledgeable.

听下面一段对话，回答第 10 至第 12 题。

10. What relation is the woman to Mr. Smith?

- A. His wife.
- B. His secretary.
- C. His boss.

11. What does the man ask the woman to do at the beginning?

- A. Have lunch together.
- B. Take a message for him.
- C. Offer Mr. Smith's mobile number.

12. What will the man do next?

- A. Work at his desk.
- B. Wait for a phone call.
- C. Go to meet Mr. Smith.

听下面一段对话，回答第 13 至第 16 题。

13. What are the speakers mainly talking about?

- A. The woman's upcoming travel.
- B. The man's favorite city.
- C. The man's travel experience.

14. What is the weather like in the U. K. now?

- A. Warm.
- B. Cold.
- C. Hot.

15. How long will the woman stay in Australia?

- A. Four weeks.
- B. Three weeks.
- C. A week.

16. What does the man advise the woman to do in Sydney?

- A. Watch the crowds passing by.
- B. Go to cafes and restaurants.
- C. Walk around the Rocks.

听下面一段独白，回答第 17 至第 20 题。

17. What can we learn from the talk?

- A. Janet Gordon has written her own book.
- B. Jessica Watson broke a record in 2010.
- C. Jesse Martin lost fingers while climbing a mountain.

18. What led Jessica to make the attempt?

- A. Her parents.
- B. A painting.
- C. A book.

19. When did Jordan climb Mount Qomolangma?

- A. In 1993.
- B. In 1996.
- C. In 2010.

20. What is people's attitude to Jordan's climb up Mount Qomolangma?

- A. Supportive.
- B. Opposed.
- C. Indifferent.

第二部分 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)

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。

A

Today, it's harder than ever to get into a selective college or university. Here's what experts in college admissions advise when things don't quite work out:

Don't take rejection personally

"College admissions officers make business decisions based on what's best for the college," says Becky Sabky, an admissions counselor at Dartmouth. "These decisions are not personal." Most experts agree that record application numbers mean there's simply no way for overwhelmed admissions offices to take the time students' applications deserve.

Focus on your character, not just for admissions, but for life

It's the first question Hafeez Lakhani, founder of a college admissions prep and consulting firm, asks clients: "How are you doing in cultivating a fulfilling high school career?" There's often confusion. Fulfilling to whom? Admissions officers? Parents? "Then you see their eyes open up because they realize they must be fulfilling to themselves first. Then others will notice," Lakhani says. You should spend some time figuring out your "character story", as Lakhani calls it.

Consider taking a gap year

Admissions dean J. T. Duck says that time spent working, making music, traveling or volunteering "might help you get a better job someday". Research has shown that gap-year students get in less trouble, are more likely to graduate on time, and have higher GPAs, which in turn can lead to stronger job opportunities.

Get excited about the options you do have

Jeffrey Selingo, professor of practice at Arizona State University, assures families that graduates of so-called elite (精英) schools versus state universities are barely distinguishable. "All colleges have amazing things to offer students and the colleges that have accepted you are no exception. Get excited about attending one of those!" he says.

21. Who talks about the benefits of a gap year?

- A. Becky Sabky.
- B. Hafeez Lakhani.
- C. J. T. Duck.
- D. Jeffrey Selingo.

22. What is Jeffrey Selingo's advice?

- A. Consider options that you can afford.
- B. Distract yourself with exciting things.
- C. Seek support from your family members.
- D. Embrace the schools that have accepted you.

23. What are the four experts giving advice on?

- A. How to get into a college that rejected you.
- B. How college admissions decisions are made.
- C. What your college application should include.
- D. What to do if your dream college turns you down.

B

I've always had an interest in how we understand our own motivations, so when someone invited me to experience a new form of self-analysis, I jumped at it.

The therapy, Compassionate Inquiry, was developed by the doctor and author Gabor Maté. My practitioner (医师), Lauren Burton, believes it can be most useful for people who tend to take on too

much or hold themselves to very high standards, because it helps you understand how your childhood self is still showing up in your adult life. When you realize that annoying habit you have is actually just your inner child trying to take control, you have far more self-compassion.

This experience turned up at exactly the right time. I've been feeling burnt out and directionless for a few months, and felt frustrated with myself for it. I thought that at 40 I was a fully formed adult with not a trace of my child-self left, but it turns out that trying to be an adult all the time was actually working against me; I needed to play.

A few days after my first session, I was off to Venice for a weekend.

"Can you take six-year-old Harriet with you?" Burton suggested. "See what she would like to do."

My inner self rolled her eyes. Venice was clearly for adult-me. But from the second I landed, it felt as though I had a new approach. In St Mark's Square, I ordered gelato (意式甜品) at 8 a. m., just because I wanted it. And in the glass factories of Murano, I allowed adult-me to buy a pricey vase — but only if she also bought child-me a cute glass cat that I saw being blown.

Back home, I've continued to indulge my child-self, listening to what she wants and bringing it into my middle-aged life. It's definitely brought more fun with it. Moreover, my feelings of burnout are slowly lifting. It turns out that, to cure my problem, I need to stop taking an adult approach and ask, "What does my six-year-old self want here?" As is often the case, children are so much wiser than adults.

24. Who does Lauren Burton think Compassionate Inquiry benefits most?

- A. Neglected children.
- B. Stressed perfectionists.
- C. Overwhelmed parents.
- D. Desperate pessimists.

25. Why was the therapy timely for the author?

- A. She lost interest in having fun.
- B. She faced a challenging future.
- C. She was not motivated to move on.
- D. She was not mature enough for her age.

26. What was the author's initial reaction to Burton's suggestion for her trip to Venice?

- A. Disapproving.
- B. Curious.
- C. Grateful.
- D. Nervous.

27. What has the author learnt from the experience?

- A. Children learn as they play.
- B. Every child is born a genius.
- C. Being with children heals the soul.
- D. It pays to connect with our inner child.

C

By the age of 5, children are much better than chimpanzees at shifting their attention from one set of rules to another. The findings add to evidence that unique cognitive (认知的) changes occur in humans before they reach 5 years of age.

Like memory and self-control, switching between "mental sets", such as rules or instructions, is a core cognitive ability developed in young age. It lets us quickly adjust to changes in the environment, for example, choosing a different way to get somewhere when our route is blocked by roadworks.

Eva Reindl at the University of St Andrews and her colleagues designed a set of tasks to compare attention-shifting abilities in humans and other primates (灵长类动物) of different ages. Children and chimpanzees, which ranged from 5 to 36 years in age, were trained to determine which of four cups on two different sets of shelves contained a reward — stickers for children and bananas for chimps. On the green shelves, a green cup held the treats, while on the blue shelves, it was a pink cup.

When they had to switch from one set of shelves to another, chimpanzees successfully selected the right cup 52 per cent of the time. This is comparable to 3-year-old children, who had a success rate of 50 per cent, and 4-year-olds, who chose correctly in 59 per cent of cases. Among 5-year-olds, the success rate was far higher, at 80 per cent.

The improvement on the task with age in children is probably due to biological changes such as the development of the brain, says Reindl. But cultural development may play a role too. Just as adults voice phone numbers or directions aloud to remember them, language may have helped the older children to switch between the two rules.

Although testing biases make it hard to compare humans with other apes, the study's general findings are credible, says Frans de Waal at Emory University. "It's hard to argue with the conclusion that 5-year-old children do better than younger ones and better than chimpanzees of various ages, including adults."

28. What can we learn about attention-switching ability from the text?
- A. It improves with training and practice.
 - B. It facilitates adaptability to new settings.
 - C. It helps humans focus purely on one task.
 - D. It peaks when a human being reaches five.
29. Why did Eva Reindl use stickers and bananas in the study?
- A. To engage subjects in the task.
 - B. To ensure the accuracy of the data.
 - C. To increase the difficulty of the task.
 - D. To help researchers locate target cups.
30. What is paragraph 4 mainly about?
- A. The limitations of the study.
 - B. The process of the experiment.
 - C. The application of the research.
 - D. The performance of the subjects.
31. What does Frans de Waal think of the study's general findings?
- A. Reliable.
 - B. Contradictory.
 - C. Inconclusive.
 - D. Innovative.

D

Around 1870, the world entered an era of sustained rapid technological development that was unlike anything that had happened before; each successive generation found itself living in a new world, utterly transformed from the world into which its parents had been born.

Brad DeLong, an economics professor at the University of California, argues that there are two great puzzles about this transformation in his forthcoming book *Slouching Towards Utopia*. The first is why this happened. DeLong thinks there were three great "meta-innovations" — innovations that enabled innovation itself; the rise of large corporations, the invention of the industrial research lab and globalization. The second is why all this technological progress hasn't made society better than it has. One thing I had not fully realized until reading this book is the extent to which progress hasn't brought felicity. Over the 140 years surveyed, there have been only two eras during which the Western world felt generally optimistic about the way things were going.

The first such era was the 40 or so years leading up to 1914, when people began to realize just how much progress was being made and started to take it for granted. Unfortunately, that era of optimism died in fire and blood, with technology enhancing rather than lessening the horror. The second era was the "30 glorious years", the decades after World War II when social democracy (民主) — a market economy with its rough edges smoothed off by labour unions and a strong social safety net — seemed to be producing the most decent societies humanity had ever known. But that era, too, came to an end, partly in the face of economic setbacks and bitter politics.

It would be silly to say that the incredible progress of technology since 1870 has done nothing to improve things; in many ways, today's average American has a far better life than the richest people of the Gilded Age. But the progress hasn't made us satisfied or optimistic. DeLong offers some explanations for this disconnect. His book definitely asks the right questions and teaches us a lot of crucial history along the way.

第三部分 语言运用 (共两节, 满分 30 分)

第一节 (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、D 四个选项中选出可以填入空白处的最佳选项。

I was talking to some friends while standing in line in the cafeteria at my middle school. As I started to share a funny story, my friend Elizabeth 41 me. "Coco! Coco!" She called out. Everyone laughed. This is so 42, I thought. I felt a little bit uncomfortable.

However, I never wanted to ask what "Coco" meant. I 43 it was a code word for a cute boy. Elizabeth was one of the girls that everyone wanted to be friends with. I felt 44 to be friends with her. Later, I noticed that Elizabeth often said bad things about other kids. I would have never said those things about someone, but to fit in, I 45 when Elizabeth said them.

One day, a classmate stopped by my locker and said to me, " 'Coco' means Elizabeth thinks you're being 46. It's really mean." My eyes filled with tears. I couldn't 47 it.

The next day, at lunchtime, I sat beside Macy, who was sitting with another two girls and who had always seemed nice, 48 that she didn't know about Coco. "You know Elizabeth is mean, right?" My heart 49. She knew. Before I could respond, Macy said, "You didn't 50 to be treated that way, and nobody else does either." I smiled and then talked to my new friends with 51. We laughed a lot, and no one interrupted with a mean code word.

Most adolescents are attempting to 52 who they are and who they want to be. The word Coco will always serve as a(n) 53 that I need to stay 54 to myself and never compromise my values to be friends with someone. Because with 55 friends, I won't have to.

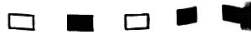
- | | | | |
|--------------------|----------------|--------------|----------------|
| 41. A. interrupted | B. mentioned | C. greeted | D. recognized |
| 42. A. incredible | B. odd | C. risky | D. relaxing |
| 43. A. knew | B. admitted | C. recalled | D. assumed |
| 44. A. embarrassed | B. guilty | C. lucky | D. ready |
| 45. A. quit | B. sighed | C. laughed | D. complained |
| 46. A. mean | B. annoying | C. unfair | D. dishonest |
| 47. A. believe | B. afford | C. resist | D. make |
| 48. A. ensuring | B. suspecting | C. realizing | D. praying |
| 49. A. broke | B. sank | C. softened | D. melted |
| 50. A. expect | B. deserve | C. intend | D. refuse |
| 51. A. caution | B. sympathy | C. delight | D. regret |
| 52. A. figure out | B. care about | C. count on | D. escape from |
| 53. A. model | B. inspiration | C. guarantee | D. reminder |
| 54. A. critical | B. superior | C. true | D. immune |
| 55. A. new | B. smart | C. imaginary | D. right |

第二节 (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。

Astronomers say they have discovered the largest planet killer-sized asteroid (小行星) in eight years, 56 that the huge space rock will cross the Earth's orbit.

The asteroid, named 2022 AP7, was reported by researchers 57 (look) for space rocks within the orbits of Earth and Venus. "Any asteroid over 1km in size 58 (consider) a planet killer," said lead study author Sheppard, adding that 59 such an object should strike Earth, the impact would be destructive to life, with dust and pollutants kicked up into the atmosphere, 60 they would stay for years. "The surface of the Earth would likely cool significantly from sunlight not getting to the planet. It would be an event of mass 61 (extinct)," he said.



The term “planet killer” may sound scary, but 2022 AP7 has no chance to hit the Earth 62 (current).

In September, NASA 63 (launch) its Dart mission, ploughing a spacecraft into an asteroid to deflect (变向) the latter from its orbit. The mission was 64 attempt to test technology that could eventually be used to tackle space rocks that pose a threat to the Earth. Last month, researchers confirmed Dart had been a success.

An approach like Dart might not be suitable for 2022 AP7, 65 (give) the size of the asteroid, but there were other possible methods.

第四部分 写作 (共两节, 满分 40 分)

第一节 (满分 15 分)

上周六你校举办了一年一度的运动会, 请你为校英文报写一篇报道, 内容包括:

1. 举办目的;
2. 比赛情况;
3. 活动反响。

注意:

1. 写作词数应为 80 左右;
2. 请按如下格式在答题卡的相应位置作答。

| The Annual Sports Day | |
|-----------------------|--|
| 自主选拔在线 微信号: zizzsw | |

第二节 概要写作 (满分 25 分)

阅读下面短文, 根据其内容写一篇 60 词左右的内容概要。

It's difficult not to admire the talent of a skilled musician. Whether it be a pianist or cellist, these individuals have shown dedication and passion over a long period of time to reach the highest levels of performance. But they say it's never too late to learn. So what are the benefits, for both children and adults, in learning a musical instrument?

Learning to play a musical instrument when growing up can improve hearing in adulthood. According to a study by Dr Nina Kraus at Northwestern University in Illinois, US, children who played musical instruments were better at recognizing different frequencies. This improved hearing skill carried over into later life with adults who had once played an instrument able to discern (分辨) sounds of different pitches more easily. And it could also have some academic benefits too. A study conducted by the University of British Columbia found that students who engaged in music-related activities during grades 7-12 scored significantly higher in science, English and maths.

And there are not just benefits to children. Whether you choose to play the piano, pick or strum a guitar or learn a drumbeat, you could end up joining a band or orchestra. This in turn could improve your social life, meeting other bandmates who are likeminded in their love of a good tune. Learning an instrument can also give you a sense of achievement. Nailing that perfect chord (和弦) is one way, but what if you got together with a bunch of friends and entered into a battle of the bands — and won?

So, whether you're looking to de-stress playing out some chords, or improve your grades at school, maybe taking up an instrument could help you.