

2023 年高三 2 月大联考（全国乙卷）

英语·全解全析及评分标准

1	2	3	4	5	6	7	8	9	10
B	A	C	B	C	C	C	B	A	A
11	12	13	14	15	16	17	18	19	20
C	B	A	C	A	B	B	C	B	A
21	22	23	24	25	26	27	28	29	30
D	D	C	D	B	C	B	C	C	A
31	32	33	34	35	36	37	38	39	40
B	C	D	C	A	F	B	D	C	G
41	42	43	44	45	46	47	48	49	50
A	C	D	A	B	B	C	D	A	C
51	52	53	54	55	56	57	58	59	60
B	D	B	A	C	D	B	C	A	D

第一部分 听力（共两节，满分 30 分）

1—5 BACBC 6—10 CCBA A 11—15 CBACA 16—20 BBCBA

第二部分 阅读理解（共两节，满分 40 分）

第一节（共 15 小题；每小题 2 分，满分 30 分）

A

【语篇解读】这是一则介绍英国巨石阵的广告。

21. D 【解析】细节理解题。本题 C 项干扰最大。根据“be able to enjoy a virtual sunrise as the sun rises over the prehistoric stones!”可知游客在这个中心只能观赏到虚拟的日出，所以排除 C。根据“large souvenir shops”可知答案是 D。
22. D 【解析】细节理解题。根据 Price 部分中的信息“Adult: £44.00 Child (3 - 16 Years): £41.00”可知两个大人加一个 5 岁的孩子一共需要支付 129 英镑（44×2+41）。故答案是 D。
23. C 【解析】意图推断题。本文是一则广告，广告的作用就是吸引读者。encourage “鼓动，怂恿”。所以答案是 C。

B

【语篇解读】本文属于记叙文。美国著名歌手 Tony Bennett 被确诊患有阿尔兹海默症后，仍坚持唱歌。他通过唱歌和录制热门歌曲，向歌迷展示了即使患有阿尔兹海默症的人也能拥有美好的生活，从而激励了

歌迷。

24. D 【解析】细节理解题。根据文章第一段第一句话中的“Tony Bennett told his wife Susan Benedetto that he couldn't remember the names of his bandmates”和第二段第二句话中的“Bennett was diagnosed with Alzheimer's disease (阿尔兹海默症) in 2017.”可知, Tony Bennett 被确诊患有阿尔兹海默症, 经常忘记事情。故选 D。
25. B 【解析】细节理解题。根据文章第三段中的“Bennett's desire to help others connect through music remained firm. He continued singing for audiences around the world and recording new hit songs.”可知, Tony Bennett 通过继续唱歌来实现他通过音乐帮助他人连接起来的愿望。故选 B。
26. C 【解析】推理判断题。根据第四段中的“People will come up to him now and thank him for being so open and showing people that there is still life after an Alzheimer's diagnosis”可知, Tony Bennett 的故事鼓舞了很多。故选 C。
27. B 【解析】推理判断题。根据文章主要内容可知, 即使患有阿尔兹海默症, Tony Bennett 仍坚持唱歌, 凭借自己的天赋, 创作了很多热门歌曲, 影响了很多。由此可推知, Tony Bennett 对生活非常的积极乐观并且很有天赋。故选 B。

C

【语篇解读】这是一篇议论文。作者讲了职场上的 quiet quitting 现象同样适用于人际关系中。

28. C 【解析】细节理解题。根据第一段第二句“‘It's a term people use in work settings to refer to only doing the tasks that are in their job descriptions (nothing more or 'above and beyond').’”, 以及第一段的最后一句“‘For many, this may look like only working during allocated hours or not seeking out additional projects.’”可知, 如果一个人选择了 quiet quitting, 他就会只做分内之事。故选 C。
29. C 【解析】推理判断题。根据文章第三段“‘I think the questions above remain relevant even in a relationship context, too.’”可推断出, 上文提到的在工作场景中的问题同样适用于一段关系中。故选 C。
30. A 【解析】态度推断题。根据文章倒数第二段中的“‘I guess it all depends on how we understand 'quiet quitting' in relationships. If it's viewed as... 'quiet quitting' in this condition just sounds like quitting.’”以及最后一段中的“‘Relationships are naturally a lot of work, so it's important to distinguish if we are just setting boundaries and letting go of unrealistic expectations, or if we're slowly resigning.’”可知, 作者较为全面、客观地分析了人际关系中的 quiet quitting 现象。故选 A。
31. B 【解析】标题判断题。文章前两段解释了工作环境中的 quiet quitting 的含义, 即不多做额外的工作。第三段是过渡段, 引出本文的重点即 quiet quitting 在关系中也存在像在工作环境中一样的问题, 文章最后作者阐明“‘It's OK to quit doing things that build displeasure, as long as we are not quietly quitting on the actual relationship.’”, 因此本文的重点是讨论关系中的 quiet quitting, 故选 B。

D

【语篇解读】这是一篇说明文，主要讲了睡眠不足会影响减肥的效果。

32. C 【解析】词义猜测题。根据第一段中的“**But many often struggle to keep the pounds creeping back on...keep the weight off for good**”可知，减肥的人经过一番努力体重会悄悄回来，而更好更长的睡眠模式能长久地使体重下降。由此可推知画线词所在句说的是不好的睡眠会削弱减肥的效果。故选 C。
33. D 【解析】段落大意题。根据第二段，睡眠不足或睡眠质量不好会增加患高血压的风险。睡眠不足还与糖尿病、心脏病有关。科学家还认为不好的睡眠会导致减肥反弹。由此可知，第二段主要分析了睡眠不足的危害。故选 D。
34. C 【解析】推理判断题。第三段写了实验过程：195 个成年人通过低卡饮食成功减重 12%。随后跟踪监测他们的睡眠模式。第四段分析结果：睡眠不足 6 小时的人比睡眠超过 6 小时的人体重增加 1.3 个百分点，睡眠质量差的人比睡眠质量好的人体重增加了 1.2 个百分点。由此可知科学家是通过对比得出了实验结果。故选 C。
35. A 【解析】推理判断题。根据最后一段中的“The fact that sleep health is so strongly related to weight-loss maintenance is important since many of us don't get the recommended amount of sleep needed for optimal (最佳的) health and functioning”可知，事实上，睡眠健康与减肥密切相关，这一点很重要，因为我们的许多人没有获得最佳健康所需的睡眠推荐时长。由此可推知，很多人存在睡眠不足问题。故选 A。

第二节（共 5 小题；每小题 2 分，满分 10 分）

【语篇解读】在教室里从课本上学习语言是传统的方式，但是通过旅游学习语言是一个更好的方式。

36. F 【解析】本句与前文构成转折关系。要引出“travelling”承接下句话。选项中 E 项是干扰项，但 E 项没有提到“travelling”，不能承接下文。
37. B 【解析】前文提到在寄宿家庭里看故事书，然后讲“Local libraries are another good resource.”，而且下句话里的“Many”就是指代“Local libraries”。
38. D 【解析】D 项“You can also rent a foreign film and put English subtitles on.”与第二个小标题“Watch a Movie with Subtitles(字幕) on”融洽度很高，而且也承接前一句话。
39. C 【解析】本段内容都是在讲找一个相互学习语言的朋友。作为小标题，可把答案定位到 A 和 C，但 A 项范围太大，故排除。
40. G 【解析】本段的小标题是建议我们参加聚会。G 项作为本段的首句引出下文。下一句中的“one”指代“conversational group”。

第三部分 语言知识运用（共两节，满分 45 分）

第一节（共 20 小题；每小题 1.5 分，满分 30 分）

【语篇解读】本文是一篇记叙文，讲述了 Ida 因为父亲发生意外，接替他担任灯塔看守的故事。因为看守工作强度较大，且受到传统观念的影响，人们一开始并不看好她，可她还是用坚守赢得了人们的尊重，展现了女性的力量。

41. A 【解析】考查形容词。后一句谈到：保证灯塔整晚不会熄灭，为了做到这一点，灯塔看守需要谨慎。cautious 小心谨慎的；brave 勇敢的；energetic 精力充沛的；patient 耐心的。故选 A。
42. C 【解析】考查动词。根据后文“they were expected to help with the rescue effort.”可知，应该是船只失事时，看守们需要帮助救援。bury 埋葬；destroy 破坏；crash 使交通工具撞坏或毁坏；carry 运送。故选 C。
43. D 【解析】考查形容词。根据空后的“...the job of a lighthouse keeper was most often 44 to men.”可知，这份工作对身体素质要求很高，所以经常被分给男性。time-consuming 费时的；labor-saving 省力的；highly appealing 极具吸引力的；physically demanding 身体要求高的。故选 D。
44. A 【解析】考查动词。参见上题解析。give 意为“给予”，符合语境。
45. B 【解析】考查副词。结合前文的“...the job of a lighthouse keeper was most often 44 to men.”和本空所在句“However, women proved themselves to be 45 capable of holding this tough job”可知，虽然这份工作总是由男性承担，但女性也证明了自己和男性一样能够胜任这份艰苦的工作。naturally 自然地；equally 同样地；extremely 极其；ultimately 最终地。故选 B。
46. B 【解析】考查名词。根据前文的“However, women proved themselves”信息及下文的内容可知，灯塔守护者的工作是这个地方女性的生活方式，也是她们事业，故选 B。
47. C 【解析】考查名词。根据空后的“Hosca Lewis being no longer able to 48 his duties”可知，Ida 的爸爸因故无法继续工作，结合选项应是事故后无法继续承担工作。fever 发烧；offer 报价；accident 事故；treatment 治疗。故选 C。
48. D 【解析】考查动词。参见上题解题。avoid 避免；refuse 拒绝；suspend 暂缓；perform 履行。故选 D。
49. A 【解析】考查动词短语。前文已经谈到 Ida 的爸爸因发生事故无法履职，所以 Ida 需要接管爸爸的工作。take over 接管；drop by 拜访；turn up 出现；come around 恢复知觉。故选 A。
50. C 【解析】考查动词。结合上下文可知，这里指：Ida 擅长开船。sell 卖；explore 探索；handle 操控；fix 修理。故选 C。
51. B 【解析】考查动词。根据前文“When ships were 42, they were expected to help with the rescue effort.”可知她在 39 年的看守工作中营救了 25 人。spot 发现；rescue 救援；notice 注意；thank 感谢。故选 B。
52. D 【解析】考查形容词。根据前文“...something that was seen as particularly inappropriate for a woman of that time.”可知，救了很多人之后，Ida 开船的行为到底恰不恰当就不那么重要了。practical 实际的；suspicious 可疑的；reasonable 合理的；appropriate 恰当的。故选 D。

53. B 【解析】考查名词。前文 Ida 不顾传统观念驾船救人，体现出她不是一个盲从规则的人。由此可知，人们觉得她是一个活出自己的规则的人，同时她的救人行为也影响了其他人的观念，也体现了她改变世俗规则，活出自我。contribution 贡献；rule 规则；excuse 借口；fortune 巨款。故选 B。
54. A 【解析】考查介词短语。结合上文可知，人们被 Ida 吸引，想要亲眼见见她。in person 亲自；in reality 实际上；in view 在视野中；in vain 徒劳地。故选 A。
55. C 【解析】考查名词。前文提到 “Thousands of visitors came in the hope of seeing Ida...”，由此可知 Ida 对突如其来的关注不太适应。reflection 反映；emotion 感情；attention 注意；appreciation 感激。
56. D 【解析】考查形容词。前文提到 “Uncomfortable with all the 55” 说明 Ida 习惯了灯塔看守的安静的孤独生活。stressful 压力重的；enjoyable 使人快乐的；secret 秘密的；quiet 安静的。故选 D。
57. B 【解析】考查动词。根据前文 Ida 淡泊名利以及后文的 “receiving tons of awards for her service” 可知，Ida 一直被赞扬。disturb 打扰；honor 赞扬；mention 提到；influence 影响。故选 B。
58. C 【解析】考查动词。上文谈到：Ida 一直在因为她的恪尽职守受到赞扬，所以 Ulysses 总统也是来表彰她的。recommend 推荐；emphasize 强调；recognize 赞赏；judge 评价。故选 C。
59. A 【解析】考查动词。结合后文可知，人们以 Ida 的名字来重新命名灯塔。rename 重命名；award 授予；promise 承诺；hand 递。故选 A。
60. D 【解析】考查名词。前文提到 Ida 是灯塔的看守者。owner 主人；impact 影响；company 陪伴；keeper 看守人。故选 D。

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

【语篇解读】本文对《巴黎协定》做了简单的介绍。《巴黎协定》是应对气候危机的第一个真正的全球承诺。它允许每个国家设定自己的减排目标，并采取自己的策略来实现这些目标，这就是它成功的原因。

61. that/which 【解析】考查定语从句。空处引导定语从句，且在从句中作主语，先行词是 agreement，因此应填 that 或 which。
62. to go 【解析】考查不定式。make every effort to do sth. 意为 “努力做某事”，是固定用法；因此要用不定式 to go。
63. succeeded 【解析】考查动词的时态。根据语境及空后的 failed, allowed 可知，此处描述的是发生在过去的事情，故用一般过去时。
64. its 【解析】考查代词。此空考查的是 it 的形容词性物主代词，因此填 its，表示 “它的”。
65. benefits 【解析】考查名词复数。根据空前的 many 可知，此处应填名词的复数形式，故填 benefits。
66. Fortunately 【解析】考查副词。本空后面是逗号，因此，这里应用副词修饰整个句子，所以填 Fortunately，注意因为是在句首，要大写 F。
67. to 【解析】考查介词。be critical to doing sth. 是固定用法，表示 “对做某事很关键”，故填 to。

68. significant 【解析】考查形容词。根据句意可知阻止气候危机对我们共同的利益很重要，并且此空前为 be 动词 “is”，故此空填 significant。

69. the 【解析】考查冠词。形容词最高级前通常要加定冠词 the。

70. needed 【解析】考查非谓语动词。need 的逻辑主语为 global cooperation，意为“被需要的全球合作”，表示被动含义，因此填 needed 作定语。

第四部分 写作（共两节，满分 35 分）

第一节 短文改错（共 10 小题；每小题 1 分，满分 10 分）

I was about 6 when my father took me to school [^]for the first time. I remember all the children were lined up. After wait for a while, a teacher called my name and sent him to the classroom. I felt nervously as all waiting me nervous the children were unknown to me. But later, I saw a little boy who were my neighbor. His family moved in only was six months ago. Then, we talked and sat on a same bench. We become good friends soon. the became

We ~~were~~ used to play in the rain and make paper boats. My childhood was really amazing or full of and happiness. It is one of the best moment of my life, which I'll remember forever. moments

第二节 书面表达（满分 25 分）

【参考范文】

A recent survey conducted by my classmates and I has revealed short-sightedness is on the rise among us students: 36% of primary school students, more than 70% of junior high school students and over 80% of senior high school students suffer from short-sightedness.

Luckily, to improve the situation, our school has taken some measures. First, teachers ask us to take regular breaks from our study and go outside to give our eyes a rest. Second, we are not allowed to sit too close to the screen. In addition, we ourselves should also ensure proper lighting whenever we read.

Eyes are the windows to the world, so only if we make every effort to protect our eyes can the world be a clearer one.

书面表达评分标准：

一、评分原则

1. 本题总分为 25 分，按 5 个档次给分。
2. 评分时，先根据文章的内容和语言初步确定其所属档次，然后以该档次的要求来衡量，确定或调整档次，最后给分。

3. 词数少于 80 和多于 120 的, 从总分中减去 1 分。
4. 评分时应注意的主要内容为: 内容要点、应用词汇和语法结构的丰富性和准确性及上下文的连贯性。
5. 拼写与标点符号是语言准确性的一个方面。评分时应视其对交际的影响程度予以考虑。英美拼写及词汇用法均可接受。

二、内容要点

1. 近视状况 (9 分);
2. 采取的措施 (9 分);
3. 发出倡议 (7 分)。

三、评分标准

第五档 (21—25 分): 完全完成了试题规定的任务, 完全达到了预期的写作目的

——覆盖所有内容要点。

——应用了较多的语法结构和词汇。

——语法结构或词汇方面有些许错误, 但为尽力使用较复杂结构或较高级词汇所致; 具备较强的语言运用能力。

——有效地使用了语句间的连接成分, 使全文结构紧凑。

第四档 (16—20 分): 完全完成了试题规定的任务, 达到了预期的写作目的

——虽漏掉 1、2 个次重点, 但覆盖所有主要内容。

——应用的语法结构和词汇能满足任务的要求。

——语法结构或词汇方面应用基本准确, 些许错误主要是因尝试较复杂语法结构或词汇所致。

——应用简单的语句间的连接成分, 使全文结构紧凑。

第三档 (11—15 分): 基本完成了试题规定的任务, 整体而言, 基本达到了预期的写作目的

——虽漏掉一些内容, 但覆盖所有主要内容。

——应用的语法结构和词汇能满足任务的要求。

——有一些语法结构或词汇方面的错误, 但不影响理解。

——应用简单的语句间的连接成分, 使全文内容连贯。

第二档 (6—10 分): 未恰当完成试题规定的任务, 信息未能清楚地传达给读者

——漏掉或未描述清楚一些主要内容, 写了一些无关内容。

——语法结构单调、词汇知识有限。

——有一些语法结构或词汇方面的错误, 影响了对写作内容的理解。

——较少使用语句间的连接成分, 内容缺少连贯性。

第一档 (1—5 分): 未完成试题规定的任务, 信息未能传达给读者

——明显遗漏主要内容，写了一些无关内容，原因可能是未理解试题要求。

——语法结构单调、词汇知识有限。

——较多语法结构或词汇方面的错误，影响对写作内容的理解。

——缺乏语句间的连接成分，内容不连贯。

不得分 (0 分): 未能传达给读者任何信息：内容太少，无法评判；所写内容均与所要求内容无关或所写内容无法看清。

四、错误扣分

1. 原则上应按照考生所表达的要点数归档。如语言错误多，可降一档，如语言表达较好，可打该档最高分或上升一档。

2. 在同一档次内（如第五档中的 21—25 分），根据语言错误的多少确定五个分值。

1—2 个错误，取该档次分值的高线 24—25 分。

3—4 个错误，取该档次分值的中线 23 分。

5—6 个错误，取该档次分值的低线 21—22 分。

7 个以上错误降一档（第四档的高线 20 分），10 个左右错误取其降档后的低线 16 分。

3. 格式错误，从总分中减去 2 分；跑题应视其程度，最高 15 分。

听力原文

Example:

M: Excuse me, can you tell me how much the shirt is?

W: Yes, it's nine fifteen.

Text 1

W: Tom was awarded a medal for rescuing several kids from a big fire.

M: I really admire his bravery and courage.

Text 2

W: How was your vacation on the beach, Bobby?

M: Pretty good. The weather was nice and the food was delicious. I really enjoyed it.

Text 3

M: Would you like to go out for a cup of coffee?

W: I'd love to, but I'm really tired. I was up till 2 this morning, preparing my paper. I have to catch up on some sleep.

Text 4

W: My car is basically resting in my garage now. It's only 10 minutes' walk to our office.

M: Well, you're so lucky. My home is about 5 miles away.

Text 5

W: We don't seem to have a reservation for you, sir. I'm sorry.

M: But my friend Lucy said that she had booked a table for two here. I phoned her from the airport this morning just before I got on board the plane.

Text 6

M: So how is everything in the house? Is the air conditioner working well?

W: Well, it works pretty well now, but it makes an awful lot of noise, which makes it hard for me to sleep sometimes.

M: Oh, really? I'll have someone check it. How about the refrigerator? You said it wasn't cooling properly.

W: Oh, it's working fine now, thanks.

M: Good, and is the washing machine OK?

W: Yes, since you had it fixed last year, it has been working well. I want to talk to you about the sofa, though. It's really uncomfortable. Maybe it's time to replace it. How old is it, anyway?

M: Well, I admit it is pretty old. About 20 years old, I guess. Maybe it is time to think about a new one.

Text 7

W: Everyone knows not to throw rubbish in the ocean. It damages human health, sea animals, and sea oxygen levels. But how can we prevent this issue from happening?

M: That's a tough question, Julie. It also pains me to see the condition of our oceans and the local waterways. I suggest that we create a project about educating the public on protecting our waters.

W: Good idea. I'll discuss this with my Green Peace board members. And I want you to design and lead the project.

M: Me? Are you serious?

W: Yes. Present a plan to me and the committee next week. And if your project is accepted, we'll share your idea with other partner groups. I hope you will take this opportunity!

M: I absolutely will, Julie. Thank you for leading us volunteers to create this positive impact.

Text 8

M: Alice, you know what? I met John Black today at the airport!

W: You mean our former classmate at the university?

M: Yes.

W: I haven't seen him since we separated. How is he doing?

M: After graduating from university, he went to New York for his doctor's degree and then found a good job in California. But he quit his job several months ago and moved back to Beijing.

W: I wonder why he doesn't stay and work in America. I mean, after all, his parents live in America now.

M: He says he is interested in China, especially its traditional culture and food. He wants to know more about them.

W: So what is he doing now?

M: He gives English lessons at Peking University. And he asked us to visit him if we are free.

W: Oh, I'd love to.

Text 9

M: We're going to have a presentation and a math test. But I haven't done a thing.

W: You have to cut other things if you want to get good grades.

M: Actually, the presentation is not a big deal, but math has been a rock on my mind. It is so difficult that I already don't understand it at all. I'm really worried now.

W: We could work together. Maybe some discussions can help you.

M: Better yet, maybe you could prepare the presentation for me.

W: Forget it! That would be cheating.

M: All right, all right. I'm just joking. Any more ideas?

W: Well, you just need more practice. Practice makes perfect, you know.

M: Time is limited. We'll have the math test next Friday, and I'll have a basketball match this Thursday with my friends.

W: Oh, I think your immediate task is to prepare for the test. I mean you'd better ask your friends to put off your game till next weekend. I'll prepare some math resources for you and I can lend my notes to you.

M: OK, I'll take your advice and be absorbed in it in the following days.

Text 10

W: Hello, everyone. Today I'd like to introduce *Pumpkin Letters* to you. Back in April 2020, Arnav Mishra, a high school student, knew that his grandparents were really missing seeing their family. He and his little sister started writing letters and making cards for them. But he didn't stop there. He knew that there were other grandparents and seniors who were also missing their grandchildren. That's where the idea of *Pumpkin Letters* came in.

Pumpkin Letters encourages interested kids to sign up as volunteers on the website. After that, Arnav will send over all the information you'll need to get started. He collects the completed letters and artwork from volunteers, and sends them to the organizations across the country that support seniors. While the website says it's for kids aged 8-17, younger children are welcome to participate with a parent.

Arnav hosts meetings where kids get together to draw and write letters based on themes like seasons and

holidays. So it's a fun experience for the volunteer kids, too!

Ready to get involved? Sign up today and spread some sunshine, one letter at a time!

