

英语参考答案、提示及评分细则

1~5 CABCB 6~10 CCBAB 11~15 CBBBC 16~20 ABCAC

【文章大意】本文是一篇应用文。文章介绍了世界上四座著名的图书馆。

21. B 细节理解题。根据 Handelingenkamer Library 的最后一句 “In this historic library, richly decorative handrails and red beautiful iron balconies wind and curve around white towering shelves of books filled with reports of politicians’ debates and bills.” 可知, 该图书馆收藏了写满了政治家的评论和议案的报告图书。本题容易误选 C 选项, historic 意为 “有历史意义的”, 不是 “和历史有关的”, 故这里没有提到历史图书, 排除 C 选项

22. B 细节理解题。根据 Trinity College Old Library 的 “It’s a key attraction for tourists, many of whom purchase advance tickets to view *the Book of Kells*, a vellum manuscript that dates back to the fourth century.” 可知, 许多人购买预售票是为了瞻仰《凯尔经》, 这是一本羊皮纸的手抄本。

23. D 推理判断题。根据全文可知, 这四座图书馆的共同点就是它们都成了旅游景点。

【文章大意】本文是一篇记叙文。文章讲述了自己搭乘父亲的一位朋友的汽车前往希腊的所见所闻和所感。

24. C 推理判断题。根据文章的第一段内容可知, 第一段主要讲述了作者搭乘父亲的商业伙伴的汽车的一些基础信息。本题容易误选 D, 第一段不只说明了 “我” 此行的目的, 还交代了父亲的这位朋友的决定顺路开始送 “我” 的一些信息, 选项 D 的概括不够全面, 故排除。

25. B 细节理解题。根据文章的第二段的 “This man—Mr. D., I’ll call him—was wealthy and fancied himself a connoisseur of great French food and wine.” 可知, Mr. D. 自认为是一个伟大的法国菜肴和葡萄酒的鉴赏家。

26. A 推理判断题。根据文章第四段 “I was getting a ride to the Côte d’Azur—which danced all blue-green sea and sun-bright sand in my mind—in the air-conditioned comfort of a elegant Peugeot, and receiving a first-class education in French cuisine, and all for free!” 可知, “我” 看到了 Côte d’Azur 的阳光沙滩, 品尝了一流的法国菜, 全部免费。作者是印象深刻并且大开眼界的。

27. B 细节理解题。根据文章的最后一句和全文内容可知, “我” 因为对这段旅行留下了很深的印象, 所以在后来的日子里 “我” 总是忍不住把公路旅行和夏天联系在一起。其他选项在文章中没有留下线索, “我” 对 Mr. D. 的喋喋不休, 在内心是有点不高兴的, 所以不大可能想要和他继续旅行。

【文章大意】本文是一篇说明文。文章介绍了交通信号灯的来源以及之所以选用红色、绿色和黄色作为信号灯颜色的原因。

28. B 推理判断题。根据文章的第一段可知, 20 世纪 20 年代之所以出现信号灯, 是为了公路的安全和通行效率。本题容易误选 C “降低交通阻塞”, 没有提到 “安全” 方面的问题, 概括不够全面。

29. C 词义猜测题。根据文章的第二段的 “But throughout the country, there were still a lot of systems for traffic lights and patterns in place. Since this could end up causing more problems for drivers,” 可知, 不同的交通信号灯和模式的存在是可能导致更多问题的。

30. C 段落大意题。根据文章第三段的内容可知, 该段主要介绍的是选择红色作为 “停止信号” 的原因。

31. D 细节理解题。根据文章的最后一句 “Back in the 1900s, some stop signs were yellow because it was too hard to see a red sign in a poorly lit area.” 可知, 红色的信号灯在昏暗的地方很难看到。

【文章大意】本文是一篇说明文。文章介绍了室内的垂直农业。

32. C 细节理解题。根据文章的第一段和第五段可知, 室内农业的关键因素是需要 LED 的光照, 需要 energy, 也就是 “能源” 的问题。

33. B 细节理解题。根据文章的第四段 “Malechuk, of Kalera farms, has said making his greens affordable is a top priority and that a head of Kalera lettuce sells for less than \$3 in most stores.” 可知, Malechuk 的一个重要目标是使他的蔬菜能让大家买得起。

34. B 推理判断题。根据文章的第六段可知, Julia Kurnik 介绍了垂直农业的优点和缺点, 缺点是太费电, 而优点是在土地贫乏而可再生能源充足的地区非常适用, 故其观点是客观的。

35. A 标题归纳题。根据文章的全文内容可知, 文章主要介绍的是室内的垂直农业。其他选项则过于片面

【高三英语参考答案 第 1 页 (共 6 页)】

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【文章大意】本文是一篇说明文。文章介绍了如何控制自己原谅自己和原谅别人,以及由此带来的好处。但是如果对方一再地伤害自己,那么你也需要学会如何保护自己。

36. F 考查上下文逻辑推理。根据第一段的第二句“However, forgiving others can actually benefit you both mentally and physically. (然而,原谅别人确实能够对你的身心都有好处。)”可知,F选项“It can also help you move on from thinking about what the other person did. (它也能够帮助你从考虑别人的所作所为的愁绪里面走出来)”符合上下文语境。本题容易错选 G 选项,虽然 G 选项的“tough”与空格后的“tough”能形成呼应关系,但是在句意的衔接上十分生硬。来源:高三答案公众号
37. G 考查上下文逻辑推理。根据空格后的“While you can consciously decide to forgive someone, it may take some time to process your emotions and actually come to terms with your situation.”可知,后面这一句里面的“take some time”与 G 选项的“doesn't happen instantly”相互对照,形成了上下文句意的衔接。
38. B 考查主题句。本段主要在谈你之所以要原谅他或她的原因,故 B 选项“Consider why you want to forgive this person. (考虑一下你为什么想要原谅这个人)”符合语境。
39. C 考查上下文逻辑推理。根据第四段第一句“Avoid giving someone too many chances. (避免给某人过多的机会。)”可知,C选项“You may choose to forgive someone once, twice, or three times(你可能选择原谅某人一次、两次或者三次。)”符合语境,且空格后的一句话与其能形成转折关系。本题容易误选 D 选项,根据下一句的“But”可知,空格后面的句子与 D 选项并不能形成转折关系,故排除。
40. E 考查上下文逻辑推理。根据空格前的“Helpful processing tools include(有帮助的处理方法包括)”可知,E选项“Spend some time focusing on something else, and come back later. (花一些时间关注其他的事情,以后再回来。)”也是一种有效的处理方法,符合语境。

【文章大意】本文是一篇记叙文。文章讲述了 16 岁的 Corion Evans 勇敢救人的故事。

41. B 考查名词词义辨析。根据第二段的第一句“It was around 2:30 a. m. by the time Evans and brothers Karon and Caleb got to the river's 44.”的提示可知,Corion Evans 正和自己的两个兄弟在一起。
42. C 考查名词词义辨析。根据第二段的第二句里面的“the only part of the car still”可知,这里应该选 car。
43. A 考查副词词义辨析。blindly 意为“摸黑地;盲目地”,在这里一语双关,既有“在黑暗中”的本义,也有“盲目地”的引申义。句意:实际上,柯机在黑暗中盲目地跟着她的 GPS 的错误指引。
44. D 考查名词词义辨析。edge 意为“边缘”。句意:等 Evans 和他的兄弟 Karon 和 Caleb 到达河边的时候,已经是凌晨 2 点 30 分。
45. A 考查动词短语词义辨析。make out 意为“辨认出”。句意:在黑暗中,他们只能勉强辨认出女孩们紧紧抓住车顶。这是汽车仅存的依然还勉强保持在水面之上的部分。
46. C 考查副词词义辨析。barely 意为“刚刚;勉强”。
47. C 考查动词词义辨析。scream 意为“尖叫;惊呼”。句意:但是他们可以听到尖叫声。
48. A 考查名词词义辨析。shoe 意为“鞋子”。根据常识可以知道,如果需要下河救人,应该首先脱掉上衣和鞋子。句意:Evans 脱掉了上衣和鞋子,扔掉手机……
49. B 考查动词词义辨析。dive 意为“跳入”。救人需要抓紧时间,所以应该是跳入河中。句意:……然后他跳入河中,一条他知道短吻鳄视之为家的河流。
50. C 考查动词词义辨析。keep her head above water 意为“让她的头保持在水面之上”。句意:他救了所看到的第一个女孩,让她的头保持在水面之上,带她来到岸上。
51. D 考查动词词义辨析。arrive 意为“到达”。句意:那个时候,警官 Garry Mercer 赶到了。
52. D 考查名词词义辨析。passenger 意为“乘客”。因为落水的是一辆汽车,故车上的人也可以称为乘客。句意:他跳入水中去帮助乘客里面的另外一个。
53. B 考查动词词义辨析。panic 意为“惊慌失措”。本题容易误选 struggle, struggle 意为“挣扎脱身”,而事实上她把警官也一起拉下水底了,故排除 struggle。
54. D 考查形容词词义辨析。scared 意为“惊恐的;害怕的”。句意:她在吞水,惊恐万状,挣扎着想要浮上来。
55. C 考查动词词义辨析。risk one's life 意为“冒着生命危险”。句意:他们还活着,是因为 Corion Evans 冒着生命危险拯救了他们。

【文章大意】本文是一篇说明文。文章谈到当今气候变化对世界海洋的影响,以及有很多海洋问题亟待我们人类去解决。

56. amazing 考查形容词。修饰名词 milestones 用形容词,amazing“令人震惊的”。
57. witnessed 考查时态。本句话中关键词 and 以及谓语动词 added 可知本空用动词过去式 witnessed。
58. a 考查冠词。本句中 drop 是名词“一滴水”,故用 a 来修饰。句意:气候变化对海洋的影响不仅仅是水桶里的一滴水(这么小)。
59. warmer 考查比较级。根据 more acidic 以及本句中的 and 可知本空也用形容词的比较级形式,故填 warmer。

【高三英语参考答案 第 2 页(共 6 页)】

60. held 考查非谓语动词。the United Nations Climate Change Conference, or COP27 和 hold“举行”之间是被动关系,故本空用过去分词形式 held。来源:高三答案公众号
61. solutions 考查名词复数。some 修饰可数名词的复数形式,故填 solution 的复数 solutions“解决办法”。
62. our 考查代词。atmosphere 前面应该用形容词性物主代词。
63. significantly 考查副词。修饰动词 adapt 用副词形式 significantly“明显地,显著地”。
64. on 考查介词。on the menu 意为“在菜单上”,这里 hope was on the menu 引申为“希望也是可以被看到的”,故本空填介词 on。
65. which 考查定语从句。本句是逗号隔开的非限制性定语从句,先行词为 a Green Shipping Challenge,引导词在句中作主语,故用 which 引导。句意:美国和挪威发起了“绿色航运挑战”,鼓励政府、港口和公司通过可持续方法和绿色技术改造行业。

第一节

One possible version:

A Chinese Traditional Painting Contest for Exchange Students

Last week witnessed a Chinese traditional painting contest among foreign exchange students in our school.

More than 50 candidates actively participated and submitted their remarkable entries, including landscape painting and flower and bird painting works. After a careful selection process, 20 outstanding works were awarded for their innovative patterns and fantastic skills, which are now on display on the school website.

The contest turns out to be a big hit. Not only does it provide a platform for exchange students to showcase their talent but also it further stimulates their eagerness to deepen their understanding of Chinese traditional culture.

【第一节 应用文写作评分标准】

在评分时,应注意以下几个方面:

1. 本题总分为 15 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 60,从总分中减去 2 分。
4. 评分时,应注意的主要内容有内容要点、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。
6. 如书写较差,以致影响交际,将分数降低一个档次。

评分细则	
分值	评分标准
第五档 (13~15 分)	完全完成了试题规定的任务。 • 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。 完全达到了预期的写作目的。
第四档 (10~12 分)	完全完成了试题规定的任务。 • 虽漏掉一两个次重点,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; • 应用简单的语句间连接成分,使全文结构紧凑。 达到了预期的写作目的。

【高三英语参考答案 第 3 页(共 6 页)】

评分细则	
第三档 (7~9分)	基本完成了试题规定的任务。 • 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; • 应用简单的语句间连接成分,使全文内容连贯。 基本达到了预期的写作目的。
第二档 (4~6分)	未适当完成试题规定的任务。 • 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。 信息未能清楚地传达给读者。
第一档 (1~3分)	未完成试题规定的任务。 • 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。 信息未能传达给读者。
0	• 未能传达给读者任何信息; • 内容太少,无法评判; • 写的内容均与所要求内容无关或所写内容无法看清。

第二节

One possible version:

We were all divided into groups and given a specific job. I was assigned to place beans into a box. As a group we worked fast, the boxes would move and move so fast that sometimes I would have to ask for help. The warm-hearted workmates encouraged me to make every effort. Although I might have broken a nail, the feeling of knowing that I was doing something for someone out there made me fulfilled. And I realized that the true meaning of community service was making a difference in someone's life.

Community service can bring out the best of everyone. It provides the feeling of accomplishment and internal satisfaction. My parents and grandparents always tell me, "It is better to give, than to receive." These quotes are true. I thought they were just saying it, until I finally realized that it made sense. I told my family the experience about community service after getting home. They were all proud of me and encouraged me to continue it in the following days. Some of my friends also joined the schools service club because of my influence.

【第二节 读后续写评分标准】

在评分时,应注意以下几个方面:

1. 本题总分为 25 分,按 5 个档次给分。
2. 评分时,先根据所续写短文的内容和语言初步确定其所属档次,然后以该档次的要求衡量、确定或调整档次,最后给分。
3. 词数少于 130 的,从总分中减去 2 分。
4. 评分时,应主要从以下四点考虑
 - (1)与所给短文及段落开头语的衔接程度;
 - (2)内容的丰富性;
 - (3)应用语法结构和词汇的丰富性和准确性;
 - (4)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。
6. 如书写较差,以致影响交际,将分数降低一个档次。

评分细则	
分值	评分标准
第五档 (21~25分)	<ul style="list-style-type: none"> 与所给短文融洽度高,与所提供各段落开头语衔接合理; 内容丰富,应用的语法结构和词汇丰富、准确,可能有些许错误,但完全不影响意义表达; 有效地使用了语句间的连接成分,所续写短文结构紧凑。
第四档 (16~20分)	<ul style="list-style-type: none"> 与所给短文融洽度较高,与所提供各段落开头语衔接较为合理; 内容比较丰富,应用的语法结构和词汇较为丰富、准确,可能有些许错误,但完全不影响意义表达; 比较有效地使用了语句间的连接成分,所续写短文结构紧凑。
第三档 (11~15分)	<ul style="list-style-type: none"> 与所给短文关系较为密切,与所提供各段落开头语有一定程度的衔接; 写出了若干有关内容,应用的语法结构和词汇能满足任务的要求,虽有一些错误,但不影响意义表达; 应用简单的语句间连接成分,使全文内容连贯。
第二档 (6~10分)	<ul style="list-style-type: none"> 与所给短文有一定的关系,与所提供各段落开头语有一定程度的衔接; 写出了一些有关内容,语法结构单调,词汇有限,有些语法结构和词汇方面的错误,影响了意义的表达; 较少使用语句间的连接成分,全文内容缺少连贯性。
第一档 (1~5分)	<ul style="list-style-type: none"> 与所给短文和开头语的衔接较差; 产出内容太少,语法结构单调,词汇有限,有较多语法结构和词汇方面的错误,严重影响了意义的表达; 缺乏语句间的连接成分,全文内容不连贯。
0	白卷、内容太少,无法评判或所写内容与所提供内容无关。

听力部分录音材料

(Text 1)

M: Mum, I ran out of money.

W: How much do you want? 10 dollars?

M: No, a half would be OK.

(Text 2)

W: Try to start his breathing again, or he will die in five minutes.

M: Well, how can I start his breathing?

W: By using the mouth-to-mouth method.

(Text 3)

W: The dishes you cooked were so tasty. Your cooking is amazing.

M: I have experience in cooking by working in an Italian restaurant.

(Text 4)

W: I just watched *Ready Player One*. I really admire its imagination and special effects of these game players.

M: It is not a new movie. But lots of people are waiting for its *Ready Player Two*. It would be a Hollywood hit, I think.

(Text 5)

W: I don't feel like reviewing the test tonight. How about putting it off till tomorrow?

M: You can't do this. I'm expecting someone to discuss answers with me. Don't put off till tomorrow what you can do today.



(Text 6)

W: How do you do, Mr. Green? I'm a reporter from *China Daily*. I hear you are going to visit China. Do you mind if I ask you some questions?

M: No, but not too many. I'm rather busy now.

W: OK. How long are you going to stay there?

M: About two months, I think.

W: Could you tell me something about your new book?

M: It's about a story related to a Chinese figure living in England.

(Text 7)

M: I heard you guys got a new science teacher?

W: Yeah, you are right. He is a handsome young man called Peter.

M: What do you think of his lesson?

W: His lecture is clear and easy to understand. He is professional and we all expect him to show us some amazing experiments. It's a pity that we only have 8 lessons in a month.

M: Oh, that sounds few. We have 3 each week.

W: We like science and Peter. So we are asking school to schedule more science lessons for us next term.

(Text 8)

M: Hi. This is Ted Harris.

W: Hi. It's Anna Shaw.

M: How are things going?

W: Fine.

M: I'm thinking about Mr. Wall's visit. Has he arrived?

W: Yes. He arrived this morning. I had Tom pick him up at the airport.

M: OK. Have you showed him around the company?

W: Yes. I have done that an hour ago. Now he is meeting with the marketing manager.

M: That's good. How about his meeting with the planning manager?

W: I arranged it just a minute ago. Mr. Lee will have supper with Mr. Wall at about 7 p. m.

M: Fine. I'm at the train station now. I will come to the company as soon as I can.

W: OK.

(Text 9)

W: David, we shouldn't just sit here doing nothing.

M: Why not. It's Saturday afternoon, isn't it?

W: Yes, but the Christmas is next Sunday and we have many things to do. Would you go to the supermarket to choose some presents for kids?

M: We can do it tomorrow.

W: So what should we do today?

M: Ah. Well, shall we go to the mountain nearby and get a Christmas tree?

W: That's a good idea. Talking about getting Christmas tree—where's Aron?

M: He went to visit Sam.

W: What! Again? He visited Sam yesterday afternoon too.

M: He should be back soon.

W: He shouldn't be so close to Sam. They often get together playing video games. He is supposed to do some homework, or his school performance will suffer.

M: OK. I would call him immediately to let him get back.

(Text 10)

M: I was driving along the road to fetch my son from school. We were going to swim together. I finished working at about 4 o'clock and then went to the post office. Then I stopped off at a shop for some fruits and bread. We liked to have some fruits and bread to eat after our swim. When I was about 500 metres from the school, the cars in front of me stopped moving. I knew something bad must have happened. Many people were talking and discussing. I was a little upset. I pulled up and got out of the car. I walked about 200 metres and learned that a truck had a flat tire and crashed into several cars. Policemen were there. At the same time, two ambulances were there. Fortunately, no one got seriously injured. Two slightly injured drivers were sent to hospital quickly. It didn't take long before the cars continue to flow.

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