



高三英语

注意事项:

1. 答题前,考生务必将自己的姓名、考生号、考场号、座位号填写在答题卡上。
2. 回答选择题时,选出每小题答案后,用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。回答非选择题时,将答案写在答题卡上。写在本试卷上无效。
3. 考试结束后,将本试卷和答题卡一并交回。

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

When it comes to Albert Einstein (1879-1955), it's easy to imagine an old, crazy-haired genius. But before he ever came up with the theory of relativity, Einstein was a 23-year-old patent clerk, working for the minimum wage. Young Einstein decided to earn some extra cash tutoring physics. He put up an ad, and Maurice Solovine, a student of philosophy, responded. The two did not do much traditional studying, but instead chatted about philosophy. Conrad Habicht, a mathematician and a friend of Einstein, joined their debates. They jokingly called themselves the Olympia Academy.

We've gathered together some books the members of the Olympia Academy read and discussed. Maybe the literature that inspired Einstein can inspire you to be clever, too.

A Treatise of Human Nature by David Hume

David Hume, a 18th-century Scottish philosopher, was always suspicious. He believed "everything we know is really just a matter of probability". He argued "reason doesn't motivate people", which led to all sorts of questions, such as "So what's motivating you to write this?"

"The chief benefit, which results from philosophy, arises in an indirect manner, and more from its secret, insensible influence, than from its immediate application," Hume wrote.

Analysis of Sensations by Ernst Mach

An Austrian philosopher Ernst Mach wrote about how mysterious senses are. In an attempt to figure out how humans experience balance, Mach cleverly built a turning chair, which used shades of gray bands to show that the colors people saw were deeply affected by the colors around them.

Science and Hypothesis by Henri Poincare

Henri Poincare, a 19th-century French philosopher, was also a theoretical physicist, an engineer and a mathematician. At college, he was fantastic at math. He created his special



theory and wrote *Science and Hypothesis*. Some of his thoughts actually sowed the seeds for Einstein's theory of relativity, such as the idea that time is relative.

21. What did the members of the Olympia Academy have in common?
- A. They lived on high wages.
 - B. They loved reading and studying.
 - C. They tended to laugh at each other.
 - D. They were 18th-century mathematicians.
22. Which of the following does David Hume agree with?
- A. Reason motivates people.
 - B. People should see everything with doubt.
 - C. Every human sense is extremely mysterious.
 - D. The chief benefit of philosophy arises directly.
23. Who probably inspired Einstein's theory of relativity?
- A. Conrad Habicht.
 - B. David Hume.
 - C. Ernst Mach.
 - D. Henri Poincare.

B

Growing up in rural Jiangsu Province, Yu Jigao showed a strong interest in fine arts at an early age and studied on his own for years. His hard work paid off later. In the early 1950s, he made his way to Nanjing Normal University, where he learned painting theories and techniques from some famous artists. It was then that Yu found his lifelong artistic zeal for *gongbi*. *Gongbi* paintings usually describe birds and flowers, symbols of beauty and joy, in an artistic way with intense color.

After graduation from the art school in 1957, Yu began his professional career at the Chinese Painting Institute of Jiangsu. He has since published a series of art collections. Since 1959, Yu has contributed a series of works to many important sites. Yu's works have also been displayed in a range of national and international exhibitions. From 1986 to 1997, he held his exhibitions in such places as Beijing, Guangzhou and New York. Both the themes and artistic techniques have won widespread praise in the past years.

While observing traditional rules, he uses accurate lines, powerful brush movements as well as the interplay between dark and light to represent the harmony of nature. Though he adopts a realistic style, he tries to enrich his works with spiritual beauty through his brush. Yu says, "That feeling turns into the images of singing birds and elegant flowers in my paintings." Thanks to his careful observation of nature and artistic sensitivity, Yu is able to combine realistic description with artistic expression in his brushwork.

Now as deputy director of the Academy of Chinese Gongbi Painting of Flowers and Birds and a national top-level artist, Yu maintains a simple and easy-going style. In addition to artistic creation, Yu has devoted himself to promoting his painting style as the cultural heritage of China. "Art is part of my life," Yu says. "I am proud to be a flower-bird painter. I hope to create a bright future for it through my efforts."

24. What does the underlined word "zeal" in paragraph 1 mean?
- A. Justice.
 - B. Request.
 - C. Passion.
 - D. Fund.
25. What does paragraph 2 mainly tell us about Yu?
- A. His artistic achievements.
 - B. His wonderful school life.

- C. His special painting techniques.
D. His contributions to the art school. 29.
26. Which is Yu's painting feature?
A. Adopting abstract objects.
B. Excluding plants and animals.
C. Combining traditional rules with a realistic style.
D. Representing the imbalance between nature and humans. 30
27. What does Yu expect of his painting style?
A. It will be passed on. ✓
B. It will change over time.
C. It will look more complicated.
D. It will reach the top international level. 31

C

Adults are often embarrassed about asking for aid. It's an act that can make people feel weak. The moment you ask for directions, you reveal that you are lost. Seeking assistance can feel like you are broadcasting your incompetence. New research suggests that as early as seven, children begin to connect asking for help with looking incompetent in front of others for the same reason.

To learn more about how children think about reputation, researchers prepared simple stories and then asked children questions about the scenes to allow kids to present their thinking. They asked 576 children, aged four to nine, to predict the behavior of two kids in a story. One of the characters genuinely wanted to be smart, and the other merely wanted to seem smart to others. They told children that both kids did poorly on a test. They then asked which of these characters would be more likely to raise their hand in front of their class or to ask the teacher for help. The four-year-old children were equally likely to choose either of the two kids as the one who would seek help. But by age seven or eight, children thought that the kid who wanted to seem smart would be less likely to ask for assistance. When assistance could be sought privately, children thought both characters were equally likely to ask for it.

The research shows that children may avoid seeking help when others are present. Their unwillingness can seriously stop academic progress. To improve in any field, one must work hard, take on challenging tasks and ask questions. These efforts can be difficult when someone is concerned with their appearance to others.

Such barriers likely require reputation-based solutions. First, adults should lower the social risks of seeking help. For instance, teachers can give children more opportunities to seek assistance privately. Parents can point out how a child's question starts a valuable conversation in which the entire family get to talk and learn together. Adults can praise kids for seeking assistance. These responses send a strong signal that other people accept and attach importance to willingness to ask for aid and that seeking help is part of a path to success.

28. Why do children fear to ask others for help?
A. They always suffer rejection.
B. They make others feel embarrassed.
C. They are afraid of losing face.
D. They lack communicative competence.

29. How did the researchers get their result?
- By doing comparative analysis.
 - By seeking help from teachers.
 - By referring to previous data.
 - By grouping adults and kids.
30. What does the research show about children?
- They care less about their appearance than before.
 - They are more willing to seek help in public.
 - They prefer helping others to being helped.
 - They tend to ask for assistance in private.
31. What can people do to remove children's reputation-based barriers?
- Expose children to social risks.
 - Point out children's language errors in the conversation.
 - Value children's efforts to get help.
 - Create opportunities for children to seek help openly.

D

From airplanes to apartments, most spaces are now designed with sound-absorbing materials that help decrease various sounds of everyday life. But most of the sound-absorbing materials that can cancel out human voices, traffic noise and music are made from plastic foams (泡沫) that aren't easily recycled or degraded. Now, researchers reporting in *ACS Sustainable Chemistry & Engineering* have created a biodegradable film (薄膜) obtained from seaweed, which effectively absorbs sounds in this range.

Controlling and optimizing the way sound moves throughout a room is key to creating functional spaces. Foam sound-absorbing panels are a common solution, and they come in a variety of materials and thicknesses tailored to specific sound requirements. Most of these foams, however, are made from a type of plastic material and other chemical substances that are obtained from natural oil or petrol. To avoid petrochemicals, researchers have explored more renewable sources and biodegradable sound-absorbing alternatives. But many current options are made from plant fibers that don't effectively decrease noises in the most useful range of sound frequencies, or they are too thick or difficult to produce. So, Chindam's team wanted to develop a biodegradable material from a plant, which would be simple to produce and could absorb a range of sounds.

The team created films of agar (琼脂), a material that comes from seaweed, along with other additives developed from plants and varied the thickness of the films. After running the materials through a battery of tests, the researchers measured how well the films reduced sound across a range of frequencies. To do this, the team created a sound tube in which a speaker is placed at one end, and the test film is fitted over the other end. Microphones in the middle of the tube measured the amount of sound sent by the speaker and the amount of sound reflected off the film. These experiments showed that the films with many small holes made with the highest concentrations of agar had the greatest sound-absorbing qualities and performed similarly to traditional sound-absorbing foams. The researchers plan to explore ways to change the agar films to give them other desirable properties, such as flame resistance, and will explore other biologically obtained film materials.

【高三英语 第4页(共8页)】

• 23-31C •

32. What is the disadvantage of plastic foams?
A. They take up too much space. — —
B. They have difficulty achieving sustainable use.
C. They cannot absorb lots of sounds effectively.
D. They cannot meet specific sound requirements.
33. Which kind of sound-absorbing material would Chindam's team develop?
A. One made from plant fibers.
B. One produced toughly and tiredly.
C. One developed from petrochemicals.
D. One obtained easily and effectively.
34. What is the last paragraph mainly about?
A. The purpose of film research.
B. A series of tests on the new material.
C. A tool of measuring the film thickness.
D. The difficulty of searching the new material.
35. What can be the best title for the text?
A. A Tube for Measuring the Amount of Underwater Sounds
B. Plastic Foams: the Worst Choice of Absorbing Sounds
C. Seaweed: a Better Sound-absorbing Underwater Plant
D. An Eco-friendly Sound-absorbing Material from Seaweed

第二节 (共5小题;每小题2.5分,满分12.5分)

阅读下面短文,从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Teaching kids how to take control of income and expenses is the key to financial success. Here are a few tips for helping teens understand the importance of money management.

● Family goal setting

Setting financial goals as a family can be a great way to solve a current money problem and involve the whole family in cutting back on spending. 36 They can also be large such as saving for a family vacation. The idea is to get children and parents to work together toward a common financial goal.

● 37

Letting teens pay for goods or services will help them develop healthy financial habits. Balancing the family chequebook and understanding the household income and expenses will prepare teens for the future by learning important money management tools.

● Teen credit cards

If teens have credit cards, they should be responsible for paying the bills on their own. 38 but parents should set ground rules about acceptable purchases and a monthly limit. There should be a clear understanding that the cards will be taken away if the rules are broken.

● Teen jobs

When teens have jobs, it's important to discuss how that money will be spent. 39, like how much they will save and how much they should budget for entertainment. It's also important for children to be responsible for their own money. Teens should have their own

【高三英语 第5页(共8页)】

• 23-31C •

bank account and deposit and withdraw money on their own. This will give them a true sense of responsibility.

● Allowance

Parents can use allowances to help young children learn about the power of budgeting. Kids learn that they can spend their money weekly on small treats. 40

- A. Bill payment
- B. Healthy habits
- C. Parents should help children budget their money
- D. Try to set large family financial goals one at a time
- E. They can also save their dollars for a special larger purchase
- F. Credit cards can be a good way to build teens' individual credit
- G. Goals can be small such as paying off a small credit card balance

第三部分 语言运用(共两节,满分 30 分)

第一节 (共 15 小题;每题 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。

Neil Armstrong was uniquely suited to be an Apollo astronaut. And he was also a brave test pilot who put his life on the line for 41 progress. As the first human to walk on the moon, he 42 returned to Earth in 1969.

43 Armstrong's early life, people felt that fate chose the gifted young man to become an astronaut. He was 44 by planes and took to flying as a child. At 16, he received his pilot's license and became a test pilot.

He went to Purdue University and then served for three years as a fighter pilot. He 45 to Purdue University to finish his degree and was 46 by the National Advisory Committee for Aeronautics (NACA) in 1955. Later, he started his space 47 at the NACA Lewis Research Center, but made his 48 as a daring test pilot at another research center.

Armstrong flew the famed X-15, an experimentally challenging rocket-powered plane that 49 the lives of several brave National Aeronautics and Space Administration (NASA) test pilots. The X-15 reached a top speed and could climb right to the edge of 50. But to fully break the 51 of Earth's atmosphere and survive, he would have to become an astronaut. The long-awaited call to join NASA's astronaut training program came in 1962. Armstrong 52 himself into his new job at NASA headquarters.

Armstrong's hard work 53. In 1966, he was chosen as the command pilot for the Gemini 8 mission. The mission required someone with Armstrong's steady hand and 54 heart. He finally finished the first-ever docking (对接) of two vehicles in orbit 55 much difficulty, which laid the groundwork for his future missions to the moon.

- | | | | |
|---------------------|----------------|-----------------|---------------|
| 41. A. religious | B. scientific | C. commercial | D. political |
| 42. A. barely | B. defensively | C. successfully | D. apparently |
| 43. A. Recollecting | B. Replacing | C. Repairing | D. Rescuing |
| 44. A. amused | B. drawn | C. stuck | D. disturbed |
| 45. A. admitted | B. related | C. returned | D. objected |
| 46. A. forgiven | B. abandoned | C. beaten | D. hired |
| 47. A. shot | B. career | C. station | D. creation |
| 48. A. plane | B. vehicle | C. name | D. case |

【高三英语 第 6 页(共 8 页)】

• 23-31C •

49. A. sheltered B. comforted C. monitored D. claimed
50. A. space B. land C. mountains D. oceans
51. A. features B. bans C. bonds D. elements
52. A. persuaded B. threw C. relaxed D. tricked
53. A. fell behind B. faded away C. paid off D. got about
54. A. fearless B. warm C. abnormal D. considerate
55. A. apart from B. instead of C. far from D. regardless of

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。

Recently, European and American health 60 (official) have identified several cases of monkeypox (猴痘) mostly in young men. The cases reported in Europe and the United States are raising concern because the disease has 61 (rare) appeared outside of Africa.

Monkeypox is a rare disease that is caused 62 by infection with monkeypox virus. Monkeypox was first discovered in 1958 63 two outbreaks of a pox-like disease occurred in groups of monkeys 64 (keep) for research, thus giving 65 (it) name. The first human case of monkeypox was recorded in 1970 in the Democratic Republic of the Congo (DRC) during a period of effort 66 (get) free of smallpox (天花). Since then, monkeypox 67 (report) in people in several other central and western African countries: Cameroon, Central African Republic, DRC, Gabon, Liberia, Nigeria and Sierra Leone. Data shows the majority of infections 68 (be) in DRC now.

Monkeypox cases in people have occurred outside of Africa linked 69 international travel or imported animals, including cases in the United States, as well as Israel, Singapore and the United Kingdom. The natural reservoir (宿主) of monkeypox remains unknown. However, monkeys may harbor 70 virus and infect people.

第四部分 写作(共两节, 满分 40 分)

第一节 (满分 15 分)

假定你是李华, 外教 Jerry 计划组织一批志愿者一同前往附近城镇幼儿园开展主题为“Learning to Speak English at a Young Age”的公益教学活动。请你给他写一封邮件, 内容包括:

1. 申请当志愿者;
2. 你的个人优势;
3. 你的教学计划。

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。

Dear Jerry,

I'm Li Hua, a Senior Three student.

Yours sincerely,
Li Hua

第二节 (满分 25 分)

阅读下面材料, 根据其内容和所给段落开头语续写两段, 使之构成一篇完整的短文。

It was a lovely spring morning in the mountains of my home. Here was full of natural atmosphere. The sky was blue, the sun was warm, and the air was fresh. As driving along the winding road, I could see thousands of wild flowers in bloom. When I turned round, I slowed down as I saw some volunteers picking up garbage along the side of the road. I just smiled as I saw them doing some cleaning in spring for Mother Earth and my mind suddenly floated back in time to another spring morning long ago.

When my children were younger, I used to walk along a small route around the lake near my home. It was also on a spring morning that I noticed much garbage lying along the route. The next day, I brought a big garbage bag and started to slowly pick up the garbage along my way. All kinds of deserted objects lay all over the floor. There were pop cans, plastic water bottles, wrappers for candy bars, empty chip bags, pieces of broken fishing line and even an old shoe. Every time I stopped, I picked up a piece of garbage. And I even fished some garbage out of the edge of the water. By the time I circled the lake, the garbage bag had been nearly full.

Tired but happy, I put the bag in an empty garbage can. I stopped before I headed home and took one last look at the lake as the sun set. It looked more beautiful than ever and I felt like the angels were looking down upon it with me and sharing my smiles.

I always think that at times this world's problems can seem overwhelming and you may wonder what you can do to make a difference. But the truth is that every good thing you do matters a lot! I do believe every time I stop to pick up a single piece of garbage, I can make a difference. As my children are adults now, I decide to spend more time protecting the environment and I hope more people will join me.

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在答题卡的相应位置作答。

So I begin to encourage others to develop the environmental awareness.

Many days have passed, and the surroundings have improved a lot.

· 23 · 310 ·

· 一 试 点 · 第 8 页 (共 8 页) ·

高三英语参考答案

阅读:

21~23 BBD

A 篇: 本文是一篇说明文。文章介绍了 Olympia Academy 成员喜欢阅读的三本书。

21. B 【解析】细节理解题。根据第一段和第二段可知, Olympia Academy 成员 Albert Einstein、Maurice Solovine 和 Conrad Habicht 都喜爱阅读和学习, 他们经常讨论哲学, 阅读文学著作。

22. B 【解析】细节理解题。根据第一本书的介绍可知, David Hume 一直对一切事物持怀疑态度。他相信“我们所知道的一切都只是概率问题”。

23. D 【解析】细节理解题。根据第三本书的介绍可知, 实际上, Henri Poincare 的一些思想为 Albert Einstein 的相对论(比如时间是相对的)播下了种子。

24~27 CACA

B 篇: 本文是一篇记叙文。文章讲述了当代杰出的工笔花鸟画大家喻继高的人生经历。

24. C 【解析】词义推测题。根据上下文可知, 喻继高在南京师范大学学习的时候发现了他对工笔画的艺术热情。

25. A 【解析】主旨大意题。根据第二段最后一句“(喻继高的绘画)主题和艺术手法都赢得了广泛的赞誉”可知, 该段主要介绍了喻继高的艺术成就。

26. C 【解析】细节理解题。根据第三段第一句和最后一句可知, 在遵循传统画风的同时, 喻继高也借鉴了现实主义画派的风格。

27. A 【解析】推理判断题。根据最后一段可知, 喻继高希望他的画风能得到传承, 他一直在努力地把他的画风作为中国的文化遗产进行推广。

28~31 CADC

C 篇: 本文是一篇说明文。文章分析了孩子们不敢向他人求助的原因并提出了解决方案。

28. C 【解析】细节理解题。根据第一段最后一句可知, 孩子们将寻求帮助和在他人面前显得无能联系起来。由此可知, 孩子们害怕丢脸, 所以害怕寻求他人的帮助。

29. A 【解析】推理判断题。根据第二段可知, 为了更多地了解孩子们是如何看待声誉的, 研究人员让孩子们谈论对故事中的场景的想法, 然后通过对比分析, 得出研究结果。

30. D 【解析】推理判断题。根据第二段最后一句和第三段第一句可知, 研究表明, 孩子们倾向私下寻求帮助。当其他人在场时, 孩子们可能会避免寻求帮助。

31. C 【解析】推理判断题。根据最后一段可知, 成年人可以表扬寻求帮助的孩子, 认可并重视孩子们寻求帮助的意愿。

32~35 BDBD

D 篇: 本文是一篇说明文。文章介绍了一种从海藻中提取的环保型吸音材料。

32. B 【解析】推理判断题。根据第一段第二句可知, 塑料泡沫不容易回收或降解, 所以难以实现可持续利用。

33. D 【解析】细节理解题。根据第二段可知, Chindam 的团队想要开发一种从植物中提取的、可生物降解的材料, 这种材料制造简单, 可以吸收一系列声音。

34. B 【解析】段落大意题。根据最后一段中的关键词 tests 可知, 该段主要介绍了 Chindam 的团队对他们创造的新型材料进行的一系列测试。

35. D 【解析】主旨大意题。文章介绍了一种从海藻中提取的环保型吸音材料。

36~40 GAFCE

七选五:本文是一篇说明文。文章就如何帮助青少年了解理财的重要性提出了几点建议。

36. G 【解析】G项“设定的目标可以很小,比如还清一小笔信用卡欠款”承接上文,引出下文“它们可以很大,比如为家庭度假存钱”。

37. A 【解析】根据下文中的“pay for goods or services”和“chequebook”可知,A项“账单支付”是本段的最佳小标题。

38. F 【解析】F项“信用卡是建立青少年个人信用的好方法”与下文“但父母应该制订基本规则,规定可接受的购买范围和每月的限额”是转折关系。

39. C 【解析】根据下文“比如他们会存多少钱,他们应该为娱乐留多少预算”可知,C项“父母应该帮助孩子做预算”符合语境。

40. E 【解析】E项“他们还可以省下钱来购买特定的更大花销的(东西)”承接上文“孩子们知道他们可以每周把钱花在小乐趣上”。

41~45 BCABC 46~50 DBCDA 51~55 CBCAD

完形填空:本文是一篇记叙文。文章讲述了 Neil Armstrong 成为宇航员的历程。

41. B 【解析】考查形容词。Neil Armstrong 是一名勇敢的试飞员,为了科学的进步,他将生死置之度外。

42. C 【解析】考查副词。作为第一个在月球上行走的人,Neil Armstrong 于 1969 年成功返回地球。

43. A 【解析】考查动词。当人们回忆 Neil Armstrong 早年的生活时,他们觉得命运选择了这个有天赋的年轻人成为宇航员。

44. B 【解析】考查动词。Neil Armstrong 从小被飞机所吸引并且喜欢上了飞行。

45. C 【解析】考查动词。Neil Armstrong 回到 Purdue University 完成他的学业,并于 1955 年被 NACA 聘用。

46. D 【解析】考查动词。参见上一题解析。

47. B 【解析】考查名词。Neil Armstrong 在 NACA Lewis 研究中心开始了他的太空生涯,但他是在另外一个研究中心作为一名勇于冒险的试飞员而出名。

48. C 【解析】考查名词。参见上一题解析。

49. D 【解析】考查动词。Neil Armstrong 驾驶着著名的 X-15。这是一架具有实验挑战性的火箭动力飞机,它夺去了 NASA 几名勇敢的试飞员的生命。

50. A 【解析】考查名词。X-15 达到最高时速时,可以飞到太空的边缘。

51. C 【解析】考查名词。但要完全打破地球大气层的束缚并活着,Neil Armstrong 必须成为一名宇航员。

52. B 【解析】考查动词。Neil Armstrong 全身心投入新工作。

53. C 【解析】考查动词词组。Neil Armstrong 的努力得到了回报。

54. A 【解析】考查形容词。那次任务需要一个像 Neil Armstrong 那样手稳心强的人。

55. D 【解析】考查介词词组。Neil Armstrong 不顾重重困难,终于完成了两个航天器的首次在轨对接。

56. officials 57. rarely 58. when 59. kept 60. its 61. to get

62. has been reported 63. are 64. to/with 65. the

语法填空:

56. officials 【解析】考查名词单复数。根据空后的 have 可知,此处应该用名词复数形式。

57. rarely 【解析】考查副词。根据空后的 appeared 可知,此处应该用副词修饰动词。

58. when 【解析】考查定语从句。分析句子结构可知,此处应该用 when 引导定语从句,并且 when 在从句中作

时间状语,先行词是 1958。

59. kept 【解析】考查非谓语动词。keep 和 monkeys 是动宾关系,故此处应该用过去分词作后置定语。

60. its 【解析】考查代词。根据空后的名词 name 可知,此处应该用形容词性物主代词。

61. to get 【解析】考查非谓语动词。根据句意可知,此处应该用不定式作目的状语。

62. has been reported 【解析】考查时态和语态。根据上文中的 Since then,再结合 monkeypox 和 report 之间的被动关系可知,此处应该用现在完成时的被动语态。

63. are 【解析】考查主谓一致。根据该句中的 infections 和 now 可知,此处应该用 are。

64. to/with 【解析】考查介词。link 经常和介词 to/with 搭配。

65. the 【解析】考查冠词。定冠词 the 在此处修饰名词 virus,表特指。

写作:

第一节:

命题立意:本题要求学生就申请加入主题为“Learning to Speak English at a Young Age”的公益教学活动给外教写一封邮件,内容包括:1. 申请当志愿者;2. 你的个人优势;3. 你的教学计划。该题旨在倡导学生学以致用,积极体验校外生活,符合当前英语试题命制的趋势和特点。

参考范文:

Dear Jerry,

I'm Li Hua, a Senior Three student. I'm writing to apply for the opportunity to be a volunteer to help the students in nearby town kindergartens because I want to have an interactive teaching experience with the little kids.

I'm kind and easy-going. English is my favorite subject and I have won several prizes in English contests. So I think that I'm fit for the job. As for my plan, I would like to get the kids interested in spoken English by telling stories, singing songs, drawing pictures and playing games. I'm sure I can perform my part wonderfully.

I'm looking forward to your early reply.

Yours sincerely,

Li Hua

一、评分原则

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 和多于 100 的,从总分中减去 2 分。

4. 评分时,应注意的主要内容: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重要方面,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,可将分数降低一个档次。

二、各档次的给分范围和要求

第五档(13—15):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(10—12):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。

——应用简单的语句间的连接成分,使全文结构紧凑。

第三档(7—9):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(4—6):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,词汇项目有限。

——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—3):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,词汇项目有限。

——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):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:

参考范文:

So I begin to encourage others to develop the environmental awareness. I know that there is power in numbers, and I want to get as many people involved as possible. I've convinced my children to take action with me like I did before. We learn to make many cards to hand out to people, with some words about environment protection written on them. We've also set up signs around the lake to remind people to pay attention to the environment. Other members of my family also go to the lake to pick up garbage on weekends.

Many days have passed, and the surroundings have improved a lot. Thanks to our efforts, the lake has taken on a new look. The surroundings are clearer and there is no more garbage floating on its water. There is little garbage on either side of the road along the lake. It is surprising that many people take their garbage away. Few people drop garbage here. I am pleased to note that more people actively volunteer to pick up the garbage. This gives us more confidence to protect our nearby environment.

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来衡量、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,应主要从以下四个方面考虑:

(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重要方面,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,可将分数降低一个档次。

二、各档次的给分范围和要求

第五档(21—25)

——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。

——所使用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,使所续写短文结构紧凑。

第四档(16—20)

——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。

——所使用语法结构和词汇较为丰富、准确,可能有些许错误,但不影响意义表达。

——比较有效地使用了语句间的连接成分,使所续写的短文结构紧凑。

第三档(11—15)

——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)

——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,词汇项目有限,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)

——与所提供短文和开头语的衔接较差。

——产出内容较少。

——语法结构单调,词汇项目很有限,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。

不得分(0)

白卷、内容太少无法评判或所写内容与所提供内容无关。

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