

浙江强基联盟 2023 学年第一学期高三年级 9 月联考

英语试题参考答案

听力部分录音材料

听力部分。该部分分为第一、第二两节。

注意:做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案涂到答题卡上。

停顿 00'10"

现在是听力试音时间。

M: Hello. International Friends Club. Can I help you?

W: Oh, hello. I read about your club in the paper today and I thought I'd phone to find out a bit more.

M: Yes, certainly. Well, we are a sort of social club for people from different countries. It's quite a new club—we have about 50 members at the moment, but we are growing all the time.

W: That sounds interesting. I'm British actually, and I came to Washington about three months ago. I'm looking for ways to meet people. Er, what kinds of events do you organize?

M: Well, we have social get-togethers, and sports events, and we also have language evenings.

W: Could you tell me something about the language evenings?

M: Yes. Every day except Thursday we have a language evening. People can come and practice their languages—you know, over a drink or something. We have different languages on different evenings. Monday—Spanish; Tuesday—Italian; Wednesday—German; and Friday—French. On Thursday we usually have a meal in a restaurant for anyone who wants to come.

W: Well, that sounds great. I really need to practice my French.

M: OK. Well, if you can just give me your name and address, I'll send you the form and some more information. If you join now, you can have the first month free.

试音到此结束。

听力考试正式开始。

停顿 00'10"

请看听力部分第一节。

第一节

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。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。



停顿 00'02"

例如:现在你有 5 秒钟的时间看试卷上的例题。

停顿 00'05"

你将听到以下内容:

M:Excuse me. Can you tell me how much the shirt is?

W:Yes, it's nine fifteen.

停顿 00'02"

你将有 5 秒钟的时间将正确答案标在试卷上。

停顿 00'05"

衬衫的价格为 9 镑 15 便士,所以你选择 C 项,并将其标在试卷上。

现在,你有 5 秒钟的时间阅读第 1 小题的有关内容。

停顿 00'05"

(Text 1)

M:Can you hand me that pen? This one doesn't work anymore.

W:I didn't remember to bring an extra one. Here, you can use my pencil, but you need to sharpen it first.

(Text 2)

M:Jenny! I wasn't expecting you at this time. I thought you weren't getting to the party until 7:00.

W:Yeah, I didn't have to work overtime tonight. My boss actually let me off. Who could have guessed?

(Text 3)

M:I'll attend a lecture on Wednesday. Let's discuss this further at the Friday meeting.

W:Unfortunately, I'll be leaving for London Thursday afternoon. Maybe we can talk that morning over breakfast.

M:Sounds great.

(Text 4)

W:Hi, Henry. I heard you've travelled a lot recently.

M:Yeah, I just came back from Africa.

W:Well, I really envy you.

M:You won't if you know how tiring it was. Now, I just want to take a break. A long break.

(Text 5)

W:The line is so long here! I don't see any chance for us to get in. Let's go to the restaurant around the corner instead.

M:But the food here is great! Are you sure you want to make a change?

W:Yes, I am.

第一节到此结束。



第二节

听下面 5 段对话或独白。每段对话或独白后有几个小题,从题中所给的 A、B、C 三个选项选出最佳选项。听每段对话或独白前,你将有时间阅读各个小题,每小题 5 秒钟;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 两个小题。现在,你有 10 秒钟的时间阅读这两个小题。

(Text 6)

M: Will you plug this in... Oh, wait a second... Let me just look at this message.

W: You're always looking at messages on your phone! How many messaging apps do you have, David?

M: Four? Five? Maybe six by now.

W: If you have an average of 10 people on each of those six social networks who send you messages every day, that's at least 60 conversations! Let's say you spend as little as one minute on each conversation. That's a whole hour! But you would probably spend two or three times that much for each person. What a waste of time!

M: Calm down, Maggie. It's my mother. We're making plans for the weekend. She's one of the five people I regularly text.

听下面一段对话,回答第 8 和第 9 两个小题。现在,你有 10 秒钟的时间阅读这两个小题。

(Text 7)

W: Hi, Paul. You look unhappy.

M: My computer went wrong this morning and I have to get a paper finished for class on Monday.

W: You can always go to the library.

M: The library isn't open on Saturday afternoons and Sundays and I have to take care of my baby sister this morning.

W: That's a problem. My family is having friends over this afternoon so it won't be possible for you to come to my place. I can lend you my computer.

M: Wow? Sally, that's great.

听下面一段对话,回答第 10 至第 12 三个小题。现在,你有 15 秒钟的时间阅读这三个小题。

(Text 8)

M: Hi, Daisy. Fancy meeting you here.

W: Hi, Jeff. I'm waiting to check in. Are you flying to London, too?

M: No. I'm here to see Ryan off. He's leaving for Paris to further his education.

W: Wow! How lucky he is! Paris is such a romantic city! It's also my dream to study in Paris! What will be his major in Paris, if I may ask?

M: He will study Western Art there and he says that if possible, he also wants to learn modern dancing.

W: That's great! By the way, when is Ryan's flight?



M: His plane takes off at 14:15. Oh, my dear! It's about to check in! Where is Ryan? Why hasn't he turned up yet? What's happened to him? He's never late!

W: Don't worry. I think I've seen him. Look, Ryan's coming toward us.

听下面一段对话,回答第 13 至第 16 四个小题。现在,你有 20 秒钟的时间阅读这四个小题。

(Text 9)

W: Hello, welcome to this week's *People You Meet*. Today, we present to you Mark Leach, an information officer in London.

M: Hi, everyone. My name's Mark Leach. I'm an information officer at the Britain Business Center, which is a tourist office for the British Tourist Board in London. Here, we offer a tourist information service to mainly visitors from overseas. And each year, we have about 500,000 people coming to the office.

W: Wow, that's a large number of people. How do you manage to meet the needs of so many people?

M: I'm in charge of an information team. The team has about ten officers who give tourist information directly over the counter to visitors. We speak a total of thirteen languages altogether.

W: That's pretty cool! So, what exactly do you do every day?

M: Well, we act as a one-stop shop for anyone who wants to come in. So, it could be that they want a day-trip from London, which is a very popular request. And we can offer suggestions of where to go and how to get there. If people want a two-week tour of Britain, we can plan out exactly where to visit, what roads to take.

W: So, do you have any suggestions for people coming to Britain?

M: A good suggestion is to see as much as you can, but try to come back again and again to see different parts of the country. Because in that way, you'll really experience it.

听下面一段独白,回答第 17 至第 20 四个小题。现在,你有 20 秒钟的时间阅读这四个小题。

(Text 10)

M: Good morning, boys and girls. I'm so glad to be here to give a speech! Many people asked me about my career plan after graduation. Now, I'll share it with you in detail. I made up my mind to be a journalist when I visited the top news agency in our country last year. I chose it as my career based on the following two reasons. First, it is a job that can get me exposed to new things every day and thus keep me energetic all the time, since I really hate to follow the same routine every day. Second, working as a journalist can help me realize my childhood dream of being a hero by spreading justice. To achieve this goal, I plan to apply for a communication university, whose major, journalism, has been ranked the first for many years across the whole country. After getting my bachelor's degree in journalism, I will continue my study in this field to better fit my future post. That is all about my career plan. What do you think of it?



第二节到此结束。

现在,你有两分钟的时间将试卷上的答案转涂到答题卡上。

听力部分到此结束。

试题答案

听力:

1~5 ABBCC 6~10 CACAA 11~15 CABCA 16~20 BBCAB

阅读:

21~23 BAD

A 篇:本文是一篇应用文,介绍了四个社团的相关信息。

21. B **【解析】**细节理解题。根据 Anglo-Chinese 部分可知,该俱乐部旨在促进中英文化交流。

22. A **【解析】**细节理解题。根据 Band 部分可知,成为 BandSoc 团队的会员可以在参加音乐盛会时获得折扣。

23. D **【解析】**细节理解题。根据 Backstage 部分,尤其是关键词 theatre (戏剧)可知,该俱乐部提供基本的戏剧知识。由此可知,想要了解戏剧艺术可以访问该俱乐部网站。

24~27 AACB

B 篇:本文是一篇记叙文,讲述了作者参与 Summit Learning 的经历。

24. A **【解析】**细节理解题。根据第一段第一句可知,当作者第一次听说 Summit Learning 时,他承认自己很不乐意参加。

25. A **【解析】**细节理解题。根据第三段最后一句可知,Summit Learning 的学习经历让作者对自己的能力更有信心。

26. C **【解析】**细节理解题。根据第四段第二句和第五段第一句可知,Summit Learning 改变了传统的学习方式,让作者突破限制并继续前进。

27. B **【解析】**推理判断题。根据最后一段可知,Summit Learning 向作者展示了人可以成长和改变。它帮助作者以不同的方式看待别人和自己。这是他人生中最伟大的经历之一。由此可知,作者认为 Summit Learning 是值得赞赏的。

28~31 DBCD

C 篇:本文是一篇说明文,介绍了一份调查报告:大多数人的人生都是有遗憾的,如果不及时处理可能会带来不好的后果。

28. D **【解析】**细节理解题。根据第一段第三句可知,大多数人都是有遗憾的,他们觉得后悔至少是他们生活中偶尔出现的一部分。

29. B **【解析】**词义推测题。根据上下文可知,消除你的遗憾并不能让你从羞耻和悲伤中解脱出来,只会让你一次又一次地犯同样的错误。由此可知,extinguish 意为“消除;消灭”。

30. C **【解析】**主旨大意题。根据第四段第一句可知,该段主要介绍了遗憾和价值观的关系:遗憾可能会发生在违背你自己的价值观之后。

31. D **【解析】**推理判断题。根据最后一段最后一句“但遗憾并不一定要被置之不理”可知,作者下文可能要讲的是如何应对遗憾。



32~35 CCBD

D 篇:本文是一篇说明文,介绍了利用超级计算机和人工智能设计新能源固态电池的美好前景。

32. C 【解析】推理判断题。根据第一段第二句和第三句可知,科学家可以研发出更强大的太阳能电池和汽车电池之类的技术以减少碳排放。
33. C 【解析】细节理解题。根据第三段中的 cheaper 和 more efficiently stored 可知,该固态电池预计成本更低并且实用有效。
34. B 【解析】推理判断题。根据第四段最后两句可知,作者提及牛津大学是为了表明大学和公司合作破解固态电池设计难题成了一种良好的趋势。
35. D 【解析】主旨大意题。根据第一段第一句和最后一段可知,本文的主要内容:人工智能和超级计算机可以创造未来的低碳产业。

36~40 EFGCB

七选五:本文是一篇说明文,就当代大学生怎样调节学习压力和保持情感健康的问题提出了几条有益的建议。

36. E 【解析】根据上文中的 emotionally 可知,E 项“平衡大学生活和情感健康是很难的”符合语境。
37. F 【解析】上文提及悲伤的理由,故 F 项“不管你的理由是什么,让自己休息一下是可以的”与上文关系紧密。
38. G 【解析】根据上文中的 a 15-minute break between assignments 和 taking the scenic route to class and enjoy the fresh air 可知,G 项“在工作间隙做一些你喜欢的事情真的很有帮助”为该段最佳总结句。
39. C 【解析】C 项“作为一个人,你只能承受这么多”与该段首句呼应。
40. B 【解析】根据下文中的 reach out 和 willing to help you 可知,该段主要讲的是,你可以寻求他人的帮助,故 B 项“记得寻求帮助”为该段的最佳主旨句。

41~45 ACDBA 46~50 CDBDC 51~55 BADBA

完形填空:本文是一篇记叙文,讲述了一名少年在路人的帮助下从湖中救出老人和他的狗的故事。

41. A 【解析】考查动词。Salmon 看到 Lee 驾驶的吉普车从冰上掉到了水里。
42. C 【解析】考查名词。一瞬间,他就站在了湖边。
43. D 【解析】考查名词。参考上一题解析。
44. B 【解析】考查动词。然后,另一个年轻人跑过来向 Lee 挥手,试图示意他从吉普车里出来。
45. A 【解析】考查介词短语。然而,Lee 似乎不知所措,不知道接下来该怎么办,只是坐在座位上。
46. C 【解析】考查副词。不知怎么地,他根本动不了。
47. D 【解析】考查形容词。情况很紧急。
48. B 【解析】考查形容词。面对紧急情况,Salmon 和另外一个年轻人变得焦虑起来。
49. D 【解析】考查名词。然后,Salmon 立即跳进水里。
50. C 【解析】考查动词。后门是锁着的,他不得不打破后窗,试图把 Lee 弄出来。



51. B 【解析】考查动词。参考上一题解析。
52. A 【解析】考查形容词。Lee 的脚被夹在中控台和座位之间,动弹不得。
53. D 【解析】考查动词。更多的路人冲过来帮忙把 Lee 和他的狗拉到安全的地方。
54. B 【解析】考查名词。Lee 和他的狗都没有受伤,而 Salmon 也只是被碎玻璃划伤了一点,接受了治疗。他们是多么幸运啊!
55. A 【解析】考查形容词。参考上一题解析。
56. artists 57. to 58. featuring 59. which 60. Divided 61. to offer
62. further 63. supported 64. an 65. accessible

语法填空:

56. artists 【解析】考查名词单复数。可数名词 artist 前没有冠词,故此处应用其复数形式。
57. to 【解析】考查介词。be known to sb 意为“为某人所熟知”;be familiar to sb 意为“为某人所熟悉”。
58. featuring 【解析】考查非谓语动词。分析句子结构可知,feature 与逻辑主语是主动关系,故此处应用其现在分词形式作后置定语。
59. which 【解析】考查定语从句。分析句子结构可知,此处应用关系代词 which 引导非限制性定语从句,并且 which 在该从句中作介词的宾语,先行词是 prints。
60. Divided 【解析】考查非谓语动词。分析句子结构可知,divide 与逻辑主语是被动关系,故此处应用其过去分词形式作状语。
61. to offer 【解析】考查非谓语动词。根据句意可知,此处应用不定式短语作目的状语。
62. further 【解析】考查副词。根据句意可知,副词 further 在此处修饰动词 explore,意为“进一步”。farther 指时间或空间上更远,故此处不可用 farther。
63. supported 【解析】考查时态。根据时间状语 In 1931 可知,此处应用一般过去时。
64. an 【解析】考查不定冠词。essential 是以元音音素开头的单词,故此处应用不定冠词 an 修饰名词 form,表泛指。
65. accessible 【解析】考查词性转换。形容词 accessible 在此处修饰名词 vehicle。

说明:1. 有拼写或大小写错误的作答不给分。

2. 除所列答案外,若试评过程中发现其他可接受答案,经评卷专家组讨论确认后也可给分。

写作:

第一节:

命题立意:本题要求学生以“Improving Our Handwriting”为题,写一篇英语短文,内容包括:

1. 好的书写的益处;2. 改进书写的技巧。该设题有利于考查学生的英语核心素养,旨在教育学生注意规范书写,同时倡导把英语学习融入中学生的生活。学生可以适当发挥自己的想象力,用英语思维合理表达,自然过渡到下一表达要点。

参考范文:

Improving Our Handwriting

Good handwriting does bring us lots of benefits. It not only allows us to express ourselves better but also gives pleasure to the readers. What's more, good handwriting



contributes to higher scores in the exams.

There are two tips to improve our handwriting. For one thing, we can write Chinese characters well by practising brush calligraphy, which is a traditional and elegant art. It is known that many famous artists in Chinese history have left outstanding calligraphy works. For another thing, we can also follow copybooks in our spare time to improve our English handwriting. Don't forget to ask our teachers for guidance when necessary.

As an old saying goes, "Practice makes perfect." With effort, we'll definitely improve our handwriting.

一、评分原则

1. 本题总分为 15 分,按五个档次进行评分。

2. 评分时,应主要从内容、词汇语法和篇章结构三个方面考虑,具体为:

(1)对内容要点的覆盖情况以及表述的清楚程度和合理性。

(2)使用词汇和语法结构的准确性、恰当性和多样性。

(3)上下文的衔接和全文的连贯性。

3. 评分时,先根据作答的整体情况初步确定其所属档次,然后以该档次的要求来综合衡量,确定或调整档次,最后给分。

4. 评分时还应注意:

(1)词数少于 60 的,酌情扣分。

(2)单词拼写和标点符号是写作规范的重要方面,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。

(3)书写较差以致影响交际的,酌情扣分。

二、各档次的给分范围和要求

第五档(13~15 分)

——覆盖了所有内容要点,表述清楚、合理。

——使用了多样并且恰当的词汇和语法结构,可能有个别小错,但完全不影响理解。

——有效地使用了语句间衔接手段,全文结构清晰,意义连贯。

完全达到了预期的写作目的。

第四档(10~12 分)

——覆盖了所有内容要点,表述比较清楚、合理。

——使用了比较多样并且恰当的词汇和语法结构,可能有些许错误,但不影响理解。

——比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

达到了预期的写作目的。

第三档(7~9 分)

——覆盖了大部分内容要点,有个别地方表述不够清楚、合理。

——使用了简单的词汇和语法结构,有一些错误或不恰当之处,但基本不影响理解。

——基本有效地使用了语句间衔接手段,全文结构基本清晰,意义基本连贯。

基本达到了预期的写作目的。



第二档(4~6分)

- 遗漏或未清楚表述一些内容要点,或一些内容与写作目的不相关。
- 所使用的词汇有限,语法结构单调,错误较多,影响理解。
- 几乎不能有效地使用语句间衔接手段,全文结构不够清晰,意义不够连贯。未能达到预期的写作目的。

第一档(1~3分)

- 遗漏或未清楚表述大部分内容要点,或大部分内容与写作目的不相关。
- 所使用的词汇有限,语法结构单调,错误很多,严重影响理解。
- 几乎没有使用语句间衔接手段,全文结构不清晰,意义不连贯。完全未达到预期的写作目的。

零分

未作答;所写内容太少或无法看清以致无法评判;所写内容与题目要求完全不相关。

第二节:

参考范文:

A few days later, I received a call from my school, saying my college acceptance letter had arrived. Then I hurried to the school with my parents. It was beyond my wildest dream till that moment. As a matter of fact, I doubted then whether I was in the dream. I normally dreaded the long walk to the school. But that day was different. There seemed to be something in the air, an electric current, connecting my body to the letter. When I got it, I was really afraid that the envelop was empty. But there was a white package inside. With my heart beating faster, I wondered whether it could really be what was expected.

My parents excitedly said behind me, "Well, open the envelop!" What I grabbed in my hands contained everything I had been waiting for. Slowly, I opened it and a flash of CONGRATULATIONS in bold bright letters caught my eyes. A feeling of happiness and relief rushed through my body. I was holding my first offer from a good college. Needless to say, it wouldn't have been possible if it weren't for the countless hours of studying and writing, but most importantly, my parents' constant reminders, in fact, were the best form of education for me. "Thank you, Mom and Dad!" I said gratefully.

一、评分原则

1. 本题总分为 25 分,按五个档次进行评分。
2. 评分时,应主要从内容、词汇语法和篇章结构三个方面考虑,具体为:
 - (1) 创造内容的质量,续写的完整性以及与原文情境的融洽度。
 - (2) 使用词汇和语法结构的准确性、恰当性和多样性。
 - (3) 上下文的衔接和全文的连贯性。
3. 评分时,先根据作答的整体情况初步确定其所属档次,然后以该档次的要求来综合衡量,确定或调整档次,最后给分。
4. 评分时还应注意:



(1)词数少于 120 的,酌情扣分。

(2)单词拼写和标点符号是写作规范的重要方面,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。

(3)书写较差以致影响交际的,酌情扣分。

二、各档次的给分范围和要求

第五档(21~25 分)

——创造了丰富、合理的内容,富有逻辑性,续写完整,与原文情境融洽度高。

——使用了多样并且恰当的词汇和语法结构,可能有个别小错,但完全不影响理解。

——有效地使用了语句间衔接手段,全文结构清晰,意义连贯。

第四档(16~20 分)

——创造了比较丰富、合理的内容,比较有逻辑性,续写比较完整,与原文情境融洽度较高。

——使用了比较多样并且恰当的词汇和语法结构,可能有些许错误,但不影响理解。

——比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

第三档(11~15 分)

——创造了基本合理的内容,有一定的逻辑性,续写基本完整,与原文情境相关。

——使用了简单的词汇和语法结构,有一些错误或不恰当之处,但基本不影响理解。

——基本有效地使用了语句间衔接手段,全文结构基本清晰,意义基本连贯。

第二档(6~10 分)

——内容或逻辑上有一些重大问题,续写不够完整,与原文情境有一定程度脱节。

——所使用的词汇有限,语法结构单调,错误较多,影响理解。

——未能有效地使用语句间衔接手段,全文结构不够清晰,意义不够连贯。

第一档(1~5 分)

——内容或逻辑上有较多重大问题,或有部分内容抄自原文,续写不完整,与原文情境基本脱节。

——所使用的词汇有限,语法结构单调,错误很多,严重影响理解。

——几乎没有使用语句间衔接手段,全文结构不清晰,意义不连贯。

零分

未作答;所写内容太少或无法看清以致无法评判;所写内容全部抄自原文或与题目要求完全不相关。

