

邯郸市 2022—2023 学年第一学期期末质量检测

高三英语参考答案

第一部分 听力

1—5 CABBC 6—10 CAACB 11—15 ABBAA 16—20 ACACB

第二部分 阅读

第一节

A

【命题意图】健康的生活需要体育,一个城市的体育传统是这个城市的灵魂。本文旨在通过阅读提高学生对体育的认识和热爱,追求健康,享受生活。试题的命制旨在考查学生捕捉细节信息的能力。

【语篇导读】本文是应用文。主题语境为人与社会。讲述在奥兰多旅游时可以参加的一些体育活动。

21. B 细节理解题。由题目中的地点“the USTA National Campus”可快速定位到 **TENNIS** 部分,这里是网球爱好者的去处。故选 B。
22. C 细节理解题。根据 **GOLF** 部分中“Several professionals have been designed...”可知,这里有一些著名的高尔夫球员,因此可以偶遇一些球员。故选 C。
23. B 细节理解题。根据 **RUNNING** 部分中“because our miles of trails, parks and roadways will have you feeling the need for speed.”可知,看到这里的步道、公园以及公路会让你有加速的感觉。换言之,你会想在这些步道上慢跑。故选 B。

B

【命题意图】本文的寓意是要有爱心,要善于分享。学生阅读后首先会觉得世间万物都需要自由,都需要关爱,读到后文的议论部分会感觉到,美的东西不能独占,要与人分享。试题的命制旨在考查学生捕捉细节信息和做出推理判断的能力。

【语篇导读】本文是夹叙夹议文。主题语境为人与自我。全文讲述了作者从童年的一次对待萤火虫的经历悟出,做人要懂得分享的道理。

24. C 细节理解题。根据第一段中“the first fireflies had appeared blinking(眨眼) their lights on and off in the woods around my house. What a joy it was seeing them again.”可知,作者看到萤火虫又回来了,并且闪着光,心里很高兴。故选 C。
25. B 细节理解题。根据第二段中“After chasing a few without success she finally caught a firefly inside it... to set the firefly free. One of the girls protested...”可知,小女孩想把萤火虫养在玻璃瓶里。故选 B。
26. A 推理判断题。从小女孩的妈妈让她们把萤火虫放掉,并告诉她们放在瓶子里萤火虫会死掉可知,小女孩的妈妈是充满爱心的。故选 A。
27. D 推理判断题。根据最后一段中“Don't hide your light. Don't keep it in a jar. Share your flickers, no matter how small they may be. Let the love inside you out.”可知,作者在最后一段主要是想表达他对分享的态度。故选 D。

C

【命题意图】动物保护是全人类的事情,本文旨在通过阅读让学生了解国外保护动物的法律措施与执行状况,从而提高我们自己保护动物的意识,为人类可持续发展作出贡献。试题的命制旨在考查学生捕捉细节信息和做出推理判断的能力。

【语篇导读】本文是新闻类文章。主题语境为人与自然。全文讲述美国众议院通过了一项挽救濒危物种的法律。

28. A 细节理解题。根据第二段中“While threatened species have been recognized and protected under the Endangered Species Act since 1973, that law does not provide constant funding to actively maintain their numbers.”可知,《濒危物种法案》没有规定持续的资金的内容。故选 A。

29. D 细节理解题。根据第四段中“Too many people don't realize that about one-third of our wildlife is at increased risk of extinction”可知,物种灭绝的速度超乎人们的想象。故选 D。
30. D 推理判断题。根据第六段中“The bottom line is, when we save wildlife we save for ourselves”可知,Collin O'Mara 用昆虫和海洋生物为例说明拯救野生动植物就是拯救我们自己,因此我们与自然是一个有机的整体。故选 D。全科试题免费下载公众号《高中僧课堂》
31. B 推理判断题。根据文章第一段“A bill to conserve endangered species was passed by the U. S. House in a 231-to-190 vote on Tuesday.”以及下文讲述的特点来看,此文是一篇新闻报道。故选 B。

D

【命题意图】科学技术飞速发展,学生有必要了解前沿科技。本文介绍了使用计算机软件生成逼真的 3D 图像的技术,旨在培养学生对科学技术的兴趣,激发学生学习科学技术的热情。试题的命制旨在考查学生捕捉细节信息、做出推理判断、猜测词义以及归纳段落大意的能力。

【语篇导读】本文是科普说明文。主题语境为人与社会。全文介绍了人工智能模型将很快被用在笔记本电脑上即时创建或编辑逼真的三维场景。

32. A 推理判断题。根据第二段中“It's among the first 3D models to provide near-realistic images”以及“On top of that, it generates finely detailed 3D shapes and it's fast enough”可知,EG3D 可以提供逼真的图像。故选 A。
33. A 段落大意题。根据第三段首句“Chan's team used features from existing high-quality 2D GANs and added a component that can transform these images for 3D space.”以及后文的讲述可知,这一段主要讲述 Chan 的团队如何创造出 EG3D 的。故选 A。
34. B 词义猜测题。根据下文“If you're trying to generate an image of a car, you might want to have control over the type of car”可知,此处的“manipulatable”指可控的,可操作的。故选 B。
35. A 推理判断题。根据最后一段中“However, there are still problems to deal with in terms of wider applicability.”可知,它们在适用性方面还有一些问题要解决,说明它们尚需改进。故选 A。

第二节

【命题意图】掌握批判性思维在人际交往中是很重要的。学会批判性思维,需要一些技巧和训练。阅读本文可以使学生在养成批判性思维方面掌握有效的方法。试题的命制旨在考查学生在特定语境中正确理解上下文逻辑关系和思维衔接的能力。

【语篇导读】本文是说明文。主题语境为人与社会。全文说明了在工作中如何利用批判性思维让自己成为出色的思考者。

36. C 过渡句。根据文章结构可知,第二段到第五段讲述几个技巧帮助你成为一个有判断力的思考者。C 选项起到了承上启下的作用。故选 C。
37. D 细节句。根据空后的“Knowing what your personal preferences, strengths/weaknesses and prejudices(偏见)”可知,本段主要讲述要客观看待自己的喜好,与 D 选项中的“likes and dislikes”意义一致,都是讲述喜好的。故选 D。
38. B 主旨句。空后的“Identify and evaluate how you receive and process information.”以及“becoming more mentally efficient”与 B 选项中的“mental process”意思相同,都是讲述心理的过程。故选 B。
39. F 细节句。根据上句“Consider how others might feel about a situation or decision you make.”可知,F 选项“判断一种情况的可能结果和可能发生的变化。”与上文语意衔接,并且符合本段主旨“Develop foresight.”。故选 F。
40. E 细节句。根据本段首句“Practice active listening.”以及设空上句中“Active listening”可知,本段建议是练习积极倾听,E 选项“当同事和主管谈话时,注意倾听。”符合语境。故选 E。

第三部分 语言运用

第一节

【命题意图】在社会生活中会遇到各种人,学会与人打交道是搞好人际关系的一项基本技能。本文讲述了一个与人交往的成功案例。希望通过这个故事,让学生学会交往、尊重和处理棘手的问题。试题的命制旨在考查学生在特定语境中正确理解上下文语意,准确把握前后逻辑与连贯,并恰当使用词汇进行表达的能力。

【语篇导读】本文是记叙文。主题语境为人与社会。全文讲述了作者对自己教练的帮助。在教练因为上下班的路程较远想要辞职去离家近的地方上班时,作者帮助她想了合适的辞职措辞交给老板。

41. D 考查名词。根据第二段中提到的“my trainer”可知,作者是这里的顾客。故选 D。
42. A 考查动词。结合空后的“that some of them were uncertain about something”可知,当作者意识到这些人对一些事情没有把握时,就出手帮助。故选 A。
43. C 考查动词。根据后文的“when they had to make ___44___ or had problems with work etc.”可知,当他们做决定或遇到问题时,作者就出来“指导”他们,作者是个学员,在健身方面受教练指导,但此处指在某些方面她也“指导”教练,所以这个“指导”用了引号。故选 C。
44. B 考查名词。根据空后的“had problems with work”以及下文“Thank you for the help in making up my mind”可知,作者在教练换工作的决定中起了一定作用,所以,此处指当他们做决定或遇到问题时,作者就出来“指导”他们。故选 B。
45. A 考查动词。空前的“Usually I don't hear back if it”与后文那个女教练的举动形成对比,一般情况下,作者只是给他们提出建议,但建议是否有用,往往听不到下文。故选 A。
46. D 考查名词。根据后文“a short handwritten note”可知,那个女孩给作者留了便条。故选 D。
47. C 考查动词。根据下文“went to get another job”可知,她要停止在体育馆的工作。故选 C。
48. A 考查动词短语。结合空后的“her staying, leaving, another job, how to explain it”可知,作者就她辞职前的一系列问题与她讨论。故选 A。
49. C 考查形容词。根据空前的“to explain it to her”可知,作者教她如何向现在的老板说辞职的事情。故选 C。
50. B 考查动词。根据空后的“went to get another job”可知,作者今天知道她辞职了。故选 B。
51. D 考查形容词。与前文的“She had quite a long commute”形成对比,她选择了上下班路程较短的工作。故选 D。
52. A 考查动词。结合前文以及空后的“me a short handwritten note”可知,她给作者留了便条。故选 A。
53. C 考查副词。联系空后的内容可知,此处表示:便条上的内容大致可以理解为如此。故选 C。
54. B 考查动词。根据空后的“the right words for my boss”可知,作者帮助她在辞职时选择恰当的措辞。故选 B。
55. D 考查形容词。根据空后的“to leave me a thank-you note”可知,作者觉得这个女孩想得很周到。故选 D。

第二节

【命题意图】在中华文化中,有许多灿烂的瑰宝,反映了中华民族的聪明与智慧。通过本文阅读,学生可以了解古代印染技术,同时增强民族自豪感。试题的命制旨在考查学生正确运用语言知识的能力。

【语篇导读】本文是说明文。主题语境为人与社会。全文介绍了中国靛蓝印染的历史,以及江苏南通的靛蓝印布。

56. Dating 考查非谓语动词。此处用 v. -ing 形式作时间状语。故填 Dating。
57. as 考查介词。根据空后的“a main material”可知,印染布作为衣服的主材料,be used as 为习惯搭配。故填 as。
58. is taken 考查时态和语态。Natural indigo 与 take 之间为被动关系,且此处讲述客观事实,因此用一般现在时的被动语态。故填 is taken。
59. generally 考查词性转换。此处为副词作状语,修饰动词 named。故填 generally。
60. keeps 考查主谓一致。主语是 The cloth,为第三人称单数,时态为一般现在时,因此谓语用一般现在时的第三人称单数形式。故填 keeps。
61. printed 考查非谓语动词。分析句子结构可知,此处为过去分词短语作后置定语,修饰前面的名词 design。故填 printed。
62. the 考查冠词。上文提到“Natural indigo-dyed cloth has two pattern categories: one is a white design...”可知,此处承接上文,表示另一个策略,为特指。故填 the。
63. that/which 考查定语从句。此处 that/which 引导定语从句,修饰前面的名词,且在从句中作主语。故填 that/which。

64. supplier 考查词性转换。根据句意,此处表达“提供者”。故填 supplier。

65. cultural 考查词性转换。此处为形容词作定语,修饰 heritage。故填 cultural。

第四部分 写作

第一节

Aimed to promote the relationship with our parents and gain the ability to live independently, a campaign themed “Reducing the burden for my parents during the holiday” will be launched by the school English newspaper.

In this campaign, we are supposed to do daily housework, such as cooking, washing and cleaning. Only in this way can we not only understand their great devotion to the family but learn how to live independently when we go to college. Shortly after the campaign, we are asked to make a summary of our holiday life.

The Students' Union

第二节

Mr. Kohler said, “OK good.” And he played another pitch. “F sharp.” Nathan said. The whole class went pin drop silence. Mr. Kohler challenged Nathan by playing 2 pitches at the same time. “C and B flat” Nathan said. Mr. Kohler played 3 pitches. “G, A flat, E sharp.” Nathan said. “Good job, go back to your seat.” Mr. Kohler said. At that moment I got shocked.

To our surprise, he guessed all the pitches correctly. How did he do that? I said to myself. That day I realized that I shouldn't judge people based on little things I see. I need to see the great things people can do. From that day on I had a different opinion on Nathan. I forgot about all the things he was bad at and focused on the things he was good at. Whenever I saw him, I just said to myself, “That's the guy that impressed me. That's the guy who is musically talented.”

附:评分细则

一、应用文写作评分参考标准

参考要点:

1. 活动目的;
2. 具体做法;
3. 学生们在活动后做出总结。

各档次的给分范围和要求:

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。
- * 应用简单的语句间的连接成分,使全文结构紧凑。

达到了预期的写作目的。

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。
- * 应用简单的语句间的连接成分，使全文内容连贯。

整体而言，基本达到了预期的写作目的。

第二档(4—6 分)

未恰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。

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。

信息未能传达给读者。

0 分

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。

二、读后续写评分参考标准

评分时关注以下方面：

1. 与所给短文及段落开头语的衔接程度；
2. 续写内容的丰富性、合理性；
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。

参考要点：

1. 老师让 Nathan 继续听音高判断调门；
2. 老师加大难度考查 Nathan；
3. 老师和同学们惊讶的反应；
4. 我的反思(不应以貌取人)；
5. 对我的启示：要看到每个人的长处。

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。

0 分

- * 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。
- * 未作答。

听力材料：

Text 1

M: How old is this building? I once saw it in an architecture magazine.

W: As is reported, it was built in the 19th century. I'm taking you inside as part of the tour.

Text 2

W: Hey, stop playing on your phone. It's your turn to do the dishes.

M: Well, yesterday evening, you worked overtime in the office. It was I who helped you cook. Don't you remember?

Text 3

M: You'll have to drive your car away. You cannot park here.

W: Oh, no! My husband and I come to see my parents this evening. Their house is near. You see the red one? It's theirs. We'll leave very soon.

Text 4

W: Do you have this dress in any other color?

M: Yes. We have it in black, pink and blue.

W: Well, my daughter likes the last one best.

M: Sure.

Text 5

M: Do you have any questions you want to ask me?

W: If I get this position, do you know who I'll report to?

M: We'll let you know if we decide to hire you.

Text 6

W: Hi, Bob. What's the matter with you?

M: As a matter of fact, there is something I want to tell you.

W: Go ahead.

M: Well, your camera fell out of my hand and broke. How can I make it up to you?

W: Don't take it like that. I have got another camera.

M: That's very kind of you, but I must buy you another one.

W: Of course not. You're my best friend.

M: Yes, but I broke your camera.

W: It was just an old camera. Forget it.

M: Thank you.

Text 7

M: Hello, Sally. Did you have a nice day at school today?

W: Yeah, I did.

M: Can you tell me about your lessons?

W: Yeah. I had English, Math, PE and History today.

M: Which one is your favorite lesson?

W: Math, because we got to handle problems.

M: What lesson was the best part of your day and why?

W: I think English lesson was the best because we played a fun game and my partner and I won.

M: Well done! Can you tell me about the game?

W: We had to make up a story about going to the zoo and seeing different animals. My teacher said it was really good.

M: Good job. Will you read me the story tomorrow?

W: Yes, I'll bring my notebook home from school.

Text 8

M: What do you usually have for lunch?

W: Usually, I eat bread and butter with cheese. I always drink orange juice. What about you?

M: Well, here in Britain, I eat eggs and some vegetables. I drink coffee. But in my country the United States, I usually have bread with eggs, and drink milk.

W: It's said that people in your country don't eat much for lunch. Is it true?

M: Yeah, actually, lunch in my country and Canada is a light one every day. We usually eat a piece of pizza. But here, things are different. I like the food.

W: Great! I'm glad you like our food. Oh, your sweater looks very nice. Where did you buy it?

M: At Cool's Clothes Store.

W: Oh! I heard about it.

M: Well, they sell clothes at very good prices there. For example, ten dollars for one sweater, but if you buy two, they'll give you a 20% discount.

W: Great! I'll go and buy two.

Text 9

M: Julia, would you like to go somewhere with me tomorrow?

W: Yes! What shall we do?

M: What about running?

W: Why? I hate running.

M: OK. Well, what do you like doing?

W: Cycling?

M: I don't like cycling.

W: Then, we could go swimming.

M: My dad loves it most. He does it whenever he has free time. But I can't stand it. There's a football match tomorrow afternoon.

W: I don't like football. It's noisy though it's not expensive. Hey, why don't we go to the museum?

M: Museum? It's boring. What about the cinema?

W: Oh, it's so expensive. Look, Sammy, I'm sorry. I think we're too different. We just don't like the same things.

M: No, I'm sure there's something we both like.

W: Yeah? What about shopping? I love shopping!

M: Me too! But I like buying the books that are published lately. You like taking clothes home from the department store. But this time I'll go with you.

W: Deal.

Text 10

I was spending my 1st Mid-Autumn Festival with my father-in-law at his home 10 years ago. I didn't speak almost any Chinese at that time. In fact, I could only say *xiexie*. As a kind gesture, my father-in-law gave me a mooncake. Saying *xiexie*, I took it delightedly and ate it all at once. That was so tasty. Then, after seeing me finish a whole mooncake, he thought I was still hungry and offered me another one. I took it and said *xiexie* and ate it. I was getting pretty full. But my father-in-law probably thought I was crazy about mooncakes, so he offered me another, which I took with a *xiexie* and dutifully ate all at once. I was very full at this point. But then, I thought he just wanted to see how many mooncakes I could eat in one setting. So he offered me yet another mooncake, which, out of respect for him, I took with a *xiexie* and ate it quickly. I was biting into my fifth mooncake when my wife entered with my mother-in-law. Learning what happened, she stopped me and said, "You don't have to eat everything my father gives you!"