

## 湖南师大附中 2024 届高三月考试卷(三)

### 英语参考答案

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

21. D. 推理判断题。通过归纳各段大意可知,本文是向读者介绍在戛纳电影节期间如何探索戛纳这座城市的不同旅游活动。故选 D。
22. C. 细节理解题。通过 Marché Forville 该段的“*But don't go on Mondays, unless you want to browse for bargains, as that's when the flea market is on instead.* (但是不要在星期一去,除非你想浏览便宜货,因为那是跳蚤市场开放的时候。)”可知, Marché Forville 这个地方在周一可以进行购物活动。故选 C。
23. B. 细节理解题。通过 Cinema de la Plage 该段的“*You can spread a blanket out on the ground, open up your pre-prepared picnic, and enjoy the movie.* (你可以在地上铺上毯子,打开预先准备好的野餐食物,欣赏电影。)”可知,在戛纳电影节期间可以在户外观看电影。故选 B。
24. A. 推理判断题。根据第一段中的“*...it was never hard for her to stand out from peers in high school.*”可以推出, Sansa 在高中时期的表现是非常突出的。
25. B. 细节理解题。根据第二段中的“*Each team had to create a unique product that tackled one of the five following real-world problems*”可得知,每支参赛队伍都需呈现一个产品来解决某个实际问题。
26. A. 词义猜测题。根据第三段的第二句话“*They earned a spot in the final round of the conference, where they competed against the top team from each of the other Grand Challenge groups.*”可以得知, Sansa 所在的团队挺进了决赛,在决赛中他们需要和其他队伍进行比拼。这句话中的“*competed against*”就是划线词的同义复现。
27. C. 推理判断题。根据第一段最后一句“*She was able to forge invaluable connections with her fellow students and their peer advisor...*”和最后一段可以推出, Sansa 在 FIRE Program 中最大的收获是与团队之间的友谊。
28. D. 细节理解题。根据第三段可知, AI 生成的艺术作品引起了人们对艺术的意义激烈辩论,所以人们对 AI 生成的艺术作品的接受程度不一。
29. C. 细节理解题。根据第五段可知,人们指责 AI 生成的作品不过是把大量的现成作品机械地重复组合在一起,这对应 C 选项中的“*uses existing art pieces as its subject matter*”。
30. C. 推理判断题。根据第六段中 Allen 所说的话可以推断,他试图以一个 AI 倡导者的身份,来说服人们接受 AI。易错选项为 A,可文中并没有提到 Allen 的凶猛回击,只是在用语言来劝说。
31. A. 观点态度题。根据倒数第二段最后一句中的“*she did not feel as if Allen had acted unfairly and had no hard feelings about his win*”可知, Jessica 并不觉得 Allen 的行为有问题。再结合最后一段可知, Jessica 认为即便是用 AI 创作,也是要付出时间,精力和主观判断的,所以这本质上也是一种创作,可以推断出她持支持的态度。
32. B. 细节理解题。根据第一段中的“*Now the underground heat is building up as the planet warms.* (现在随着地球变暖,地下热量正在积聚。)”可知,“城市热岛”是受到全球气候变暖的影响的。故选 B。
33. D. 推理判断题。根据第三段中 Alessandro F. Rotta Loria 所说的“*There might have been structural issues caused by this underground climate change that happened, and we didn't even realize* (发生的这种地下气候变化可能已经造成了建筑结构上的问题,我们甚至没有意识到)”以及“*this previously unknown effect highlights the impacts*

of a lesser-known component of climate change (这种以前未知的影 响凸显了气候变化中一个鲜为人知的要素所造成的影响)”可知,提出“无声的危险”是想强调地下气候变暖这一被人忽略的事实。故选 D。

34. B. 推理判断题。根据第五段可得知,该段是介绍针对地下气候变暖提出了潜在的解决方案,即可以通过更新地铁隧道和地下室的相关技术来回收利用热能。段尾举例了可通过安装水管这种方法来获取热能,所以接下来应该是介绍对这种热能的再使用方法。故选 B。
35. A. 主旨大意题。通过归纳各段大意可知,本文是介绍地下气候变暖对城市地面建筑的负面影响的隐蔽性与长期性,以及介绍潜在的解决方案,其他选项均属于以偏概全。故选 A。

【语篇导读】本文是一篇说明文。文章主要介绍了农场生活对孩子成长的各种好处。

36. G. 归纳句。设空前句子表达:可能我们的孩子将来长大后不会以务农为生。上下句之间是转折关系。G项:然而,他们在农场上学到的东西对他们未来的生活也会有帮助。故选 G项。
37. E. 细节句。设空后句子表达:这和我们是否喜欢或者我们是否生病以及劳累无关。重要的是我们要及时照顾爱护我们的那些动物。E项:在我们坐下来休息前,那些动物需要喂饱 and 照料。故选 E项。
38. F. 主旨句。本句是该段首句,设空后句子表达:如果农场上的活干不完的话,那农场就不能好好地运转了。每天认真工作需要纪律和保证,看到这些起作用将使孩子们形成一个好的工作态度。F项:农场生活还会教给孩子们艰苦劳动的价值。故选 F项。
39. C. 过渡句。设空后句子表达:作为高效团队的一部分发挥作用,肯定迟早会在各行各业中发挥关键作用。C项:同时,他们会学会与别人共事。故选 C项。
40. A. 主旨句。设空后句子表达:牛很难控制。当你抓马的时候,它会跑掉。山羊会踢翻那桶来之不易的牛奶。公鸡会以为你离它的母鸡太近而尽全力对你构成威胁。A项:很多时候,事情不会按照你的设想发展。故选 A项。
41. D. “我”或多或少地忘记了它,直到它最近流行起来。
42. C. 出于好奇,“我”点击了“我”的 AI 应用程序,登录并找到了消息框。
43. B. 见上题解析。
44. A. “我”是作家,每月为报纸写一次专栏。
45. C. “我”要 AI 解释一下现在为什么异常热。
46. A. 常用搭配,“乐意为您效劳”。
47. B. “我”没想到 AI 竟然知道“我”的名字。
48. B. “我”又登录 AI 应用程序,让它写一篇关于破案机器人的短篇小说。
49. A. AI 立即用一个故事回应“我”。
50. B. “我”觉得这个故事太笼统,根本派不上用场。
51. D. 固定搭配,“黑屏”。
52. A. 你必须吃点教训。
53. C. 一小时后你可以使用你的 iPad。
54. D. 一小时后 iPad 又可以工作了。
55. C. “我”用尽了洪荒之力,你却不感恩戴德。
56. tapping 57. to 58. where 59. was sent 60. they 61. accuracy 62. Although/Though/While  
63. actively 64. to come 65. countless

#### 第四部分

##### 第一节

##### 【参考范文】

#### Annual School Sports Meeting: A Memorable Event

Our school recently concluded a thrilling two-day Annual Sports Meeting, held on September 28th and 29th at our school's sports field, marked by multiple exciting activities including students' track & field and teachers' fun games.

What caught almost every one's eyeball was the teachers' fun games, featuring many recreational competitions that aimed to provide the opportunity for teachers to bond their teams and advocate a healthy lifestyle.

What a game that offered students and teachers a retreat from their daily academics, granting all of us a chance to relax, have fun and strengthen long-lasting friendships! Our proud efforts to make this game a success are highly appreciated and let's await the festivities of next year.

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**评分原则:**

1. 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 或多于 120 的,从总分中减去 2 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、准确性和上下文的连贯性。第五档作文所写的内容要点应包括:运动会的概况(3 分);运动会的亮点(5 分);运动会的意义(4 分);综合评价(3 分)。
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,以至于影响交际,将分数降低一个档次。
7. 作文未写成报道形式的最高只能给予第 3 档次分数。

**[各档次的给分范围和要求]**

档次	描述
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 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	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】

*I picked up the phone and called her halfway across the world. I waited for her to pick up, my doubts growing with every second. "Hello?" Her voice sounded as though it came from nearby and not Portugal. "Hey Thika. It's me, Anna. I just called to tell you I miss you." My words came out in a rush. I knew that if I stopped in the middle, I wouldn't have the courage to continue. "I know we aren't as close as some sisters, but that doesn't mean I'm not missing you a ton."*

*For a long time there was nothing but silence on the other end. Finally she spoke. "I've been sitting here, all alone, thinking about you guys back home," she said. "Your voice makes me feel as though I were right there with you." And before she hung up she said, very quickly just as I had, "I miss you, too." I'm counting down the days until my sister returns home, so I can give her the hug I never gave her when she left and tell her how glad I am to have her back home.*

### 阅卷标准:

1. 续写第一段中应描写“我”对姐姐 Thika 表达自己的感情,因为平时姐妹俩沟通不多,此段应该表现出“我”鼓起勇气。同时应该还有自己复杂的情绪以及心理活动;
2. 续写第二段中应描写 Thika 对“我”的回应,同样表达对“我”的思念,互相吐露心声,体现虽然平时疏于沟通,但实质上姐妹情深;
3. 文章结尾应该积极向上,体现真善美;
4. 如书写较差,以至于影响交际,将分数降低一个档次。

### [各档次的给分范围和要求]

档次	描述
第五档 (21~25 分)	<ul style="list-style-type: none"> <li>* 创造了新颖、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。</li> <li>* 使用了多样且恰当的词汇和语法结构,表达流畅,语言错误很少,且完全不影响理解。</li> <li>* 自然有效地使用了段落间、语句间衔接手段,全文结构清晰,前后呼应,意义连贯。</li> </ul>
第四档 (16~20 分)	<ul style="list-style-type: none"> <li>* 创造了比较丰富、合理的内容,比较有逻辑性,续写比较完整,与原文情境融洽度比较高。</li> <li>* 使用了比较多样且恰当的词汇和语法结构,有些许语法错误,不影响理解。</li> <li>* 比较有效地使用了段落间衔接手段,全文结构比较清晰,意义比较连贯。</li> </ul>
第三档 (11~15 分)	<ul style="list-style-type: none"> <li>* 创造了基本完整的故事内容,但有的情节不够合理或逻辑性不强,与原文情境基本相关。</li> <li>* 使用了简单的词汇和语法结构,有部分语言错误和不恰当之处,个别部分影响理解(低级语法错误,如主宾格使用混乱、时态错误、拼写错误等)。</li> <li>* 尚有语句衔接的意识,全文结构基本清晰,意义基本连贯。</li> </ul>
第二档 (6~10 分)	<ul style="list-style-type: none"> <li>* 内容和逻辑上有一些重大问题,续写不够完整,与原文有一定程度脱节。</li> <li>* 所用的词汇有限,语法结构单调,错误较多且比较低级,影响理解。</li> <li>* 未能有效地使用语句间衔接手段,全文结构不够清晰,意义欠连贯。</li> </ul>
第一档 (1~5 分)	<ul style="list-style-type: none"> <li>* 内容和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。</li> <li>* 所使用的词汇非常有限,语法结构单调,错误较多,严重影响理解。</li> <li>* 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。</li> </ul>
0	白卷、内容太少以致无法评判或所写内容与所提供内容无关。

听力材料

Text 1

W: How much does it cost to send a mail to France, please?

M: That'll be 85 cents.

Text 2

M: How did it go?

W: Um, I think it went quite well. I did a lot of investigations and prepared a lot. I think I'll get the job.

Text 3

M: How are you doing with your French?

W: I think I'm making good progress.

M: Is it harder than you thought?

W: At first it was, but now I've got the basics. It's very fun.

Text 4

M: David Dental Clinic. This is Jonny Adams speaking.

W: Hi. My name's Jenny Johnson. I'd like to make an appointment.

M: All right, Jenny. Do you want a checkup or a cleaning?

Text 5

M: Oh, I wish I hadn't borrowed this camera from Larry. I dropped it and it doesn't work now.

W: Let's go downtown and find someone to fix it.

M: OK.

Text 6

M: Excuse me, I'm just coming to sit over here. So what have I missed?

W: Nothing. He just started around 5 minutes ago.

M: Sorry, I don't have my textbook. Can I share with you? Wow, this is hard stuff. What does SE mean?

W: Search Engine. Can you be quiet? I'm trying to listen to the lecture.

M: Sorry, one more question. What does this have to do with American history?

W: What?

M: I don't get it. Why is he talking about searching engines in the history course?

W: What are you talking about? This is a class on software engineering.

M: Well, it all makes sense now.

Text 7

M: Hi, Anna, do you have a minute to talk about the meeting next Tuesday?

W: Sure, Paul. We said 11:00, didn't we?

M: Yeah, we did. But would it be possible to move it?

W: Oh, I see. We could postpone it to the afternoon, to 1:00 pm, for example, or bring it forward to earlier in the morning. What would suit you?

M: 9:00 works for me. I have another important meeting at 12:00.

W: No problem.

M: Thanks a lot, Anna. I can tell Steve about the time change. I'll see him later.

W: Don't worry about that. I'll send an e-mail to tell everyone that the time has changed.

Text 8

M: Wow, look at the line behind us! It's worse than I expected. We're lucky we got here an hour early. Or else we would definitely have problems getting good seats.

W: Yes. I learned my lesson. Last time I didn't arrive early enough and ended up with a terrible seat in the front row! Believe me, it was one of the worst movie experiences ever.

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M: Yeah! I hate sitting in the front row, too.

W: By the way, it was really thoughtful of you to get this ticket for me. I really appreciate it. Why don't I buy you some popcorn and a drink? What kind of soda do you want?

M: Let me see. I'll take a large Coke. As for the popcorn, medium size will do. Thanks a lot.

W: I'd better get going. You hold my place and I'll be back as quickly as possible. Oh, in case you get in before I get back, just save me a seat and I'll meet you inside.

M: Got it!

Text 9

W: What made you want to be a sailing instructor, Matt?

M: Well, I've always loved the sea. I learned to sail with my brothers, but it never occurred to me when I was younger that I might actually teach anyone else to do it. Then a good mate of mine in school suggested I should consider becoming an instructor. While I was busy working in a restaurant last summer to finish paying my university fees, he'd been having a much better time doing just that.

W: Was it hard for you to find somewhere to train?

M: Yes, harder than I'd expected. I searched for courses on the Internet, though people advised me not to take the online course reviews too seriously.

W: And did you like the other people on the course?

M: I'd been a bit nervous about meeting them. It was surprising to have different types of people doing the course with me. I'd realized they would mostly be older than me, and of course we were all very eager to learn.

W: What do you like about being a sailing instructor, Matt?

M: It's great to teach very young children to sail—it gives kids so much confidence. And also, it's cool to have a job working alongside colleagues who like the same things as I do—not everyone can turn their hobby into a job!

Text 10

In some large American city schools, as many as 20%~40% of the students are absent each day. There are two major reasons for such absences: one is sickness, and the other is skipping classes. Since school officials can't do much about the illness, they are concentrating on stopping students from skipping classes. One of the most promising plans has been tried in Florida. The pupils there with good attendance have been given free hamburgers, toys and T-shirts. Classes are told if they show improved rates of attendance, they can win additional gifts. "We've been punishing students' skipping classes for years, but that hasn't brought them back to school," one headmaster said. "Now we are trying the positive approach. Not only do you learn by showing up every day, but you earn." In San Francisco, the board of education has had a somewhat similar idea. Schools that show a decrease in property destruction can receive an amount of money that would be spent on repairs and replacements. "Our policy operates on hope and encouragement," said the school board member. "Why not provide some positive goals for students and teachers to aim at?"

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