

## 2024 届高三一轮复习联考(二) 新高考卷

### 英语参考答案及评分意见

#### 听力

1-5 CABCA 6-10 CACBC 11-15 ACCBB 16-20 ACCBA

#### 阅读

**A 篇** 本文是一篇应用文。文章介绍了四部电影的内容以及放映时间。

21-23 DAB

21. D 细节理解题。根据 *Mission: Impossible—Dead Reckoning Part One* 部分介绍的最后一句可知,这两部电影是同一个导演的作品。

22. A 细节理解题。根据 *Elemental* 部分的首句和末句 And if a friendship should blossom where co-existence appears a little tricky, what better way to make a case for folks learning to get along. 可知,这部动画电影讲述了不同的人是如何相处并成为朋友的,因此这部影片有教育意义,适合儿童观看。

23. B 细节理解题。根据 *Being Mary Tyler Moore* 部分中 HBO's film reflects the reality of her life, including struggles against diseases 可知,影片讲述了电影女王 Mary Tyler Moore 的故事。

**B 篇** 本文是一篇记叙文。文章讲述了作者在大学兼职教授计算机专业课程时打破传统教学方式,注重培养学生的团队合作精神和沟通能力。

24-27 ACBD

24. A 推理判断题。根据文章首段以及倒数第二段 But after that unsettling opening, their email was positive 可知,内心的紧张不安让作者的心跳加速。

25. C 细节理解题。根据第二段最后两句可知,学校派专家来到作者的课堂是来了解和评判他的教学方式。

26. B 细节理解题。根据第四段中 I decided to use games and challenges to encourage teamwork and creativity. 以及末段中 It's also about helping students develop soft skills 可知,作者在课堂上培养学生们的创造力以及团队精神等软技能。

27. D 推理判断题。根据倒数第二段中“Today's industry is about people, not just computers. Keep up the good work.”可知,专家对作者的教学方法是赞同的,因此他们的教学理念是相同的。

**C 篇** 本文是一篇议论文。文章主要分析了学习历史学科对人们的重要意义,认为学习历史能够让学生们成为积极主动富有成效的公民。

28-31 BCAD

28. B 细节理解题。根据第二段中“understanding the historical inquiry process is the most important component.”可知,作者认为学习历史的最大的意义在于了解历史探究过程。

29. C 词义猜测题。根据第三段划线词后的内容是介绍如何对一些资料进行历史探究,了解作者的可信度、偏见以便能更批判性地思考历史背景和那些讲述历史的人,由此推断划线词意为“评论”。

30. A 推理判断题。根据倒数第二段内容可知,詹姆斯·菲茨杰拉德认为没有历史探究的教育是不完整的。他认为,人生前进的唯一途径是了解我们身后的事情。因此提到他的目的是进一步强调历史学习的重要性。

31. D 主旨大意题。在文章首段末句作者提出了历史课程对于培养未来有生产力的公民是必要的观点,然后在下文对此进行详细的解释,由此推断 D 选项是最佳标题。

**D 篇** 本文是一篇说明文。文章主要介绍了一项研究大象饮食习惯的科学研究,研究表明大象不仅根据可用的食物,而且根据它们的偏好和生理需求来改变它们的饮食。

32-35 BADC

32. B 细节理解题。根据第二段中“A new study from a global team that included Brown University conservation biologists used innovative methods to efficiently and precisely analyze the dietary habits of elephants in Kenya.”可知,

研究使用创新的方法去分析大象的饮食习惯。

33. A 细节理解题。根据第三段末句“The reason is that these animals are difficult and dangerous to observe from up-close, they move long distances, they feed at night and in thick bush and a lot of the plants they feed on are quite small.”可知,监测大象的行为生活等是存在困难的。
34. D 推理判断题。根据文章最后的两段内容可知,同一象群中的大象吃不同的植物,而且大象在不同的时期也吃不同的食物,因此保护生物学家从中得到的一个信息就是“保护植物的多样性是重要的”。
35. C 推理判断题。根据第二段及最后一段内容可知,这项研究结果是有价值的,能够帮助生态学家更好地对大象进行保护。

七选五 本文是一篇说明文。作者主要介绍了如何停止取悦他人从而成为一个更快乐的人的建议。

36-40 CFADE

36. C 空格前后都是作者建议自问的问题,因此推断 C 选项“你觉得有必要取悦哪些人?”符合语境。而 E 选项虽然也是疑问句,但是因为 so 表示因果关系,所以不符合语境。
37. F 根据段落主题句 Just say “no”以及前句的 yes 判断 F 选项“但是说“不”是照顾自己需求的最好方式。”可以承接上文,与前句构成转折关系。
38. A 本段主要建议人们要有自己的界限,因此判断 A 选项“学会设定健康的界限。”可以作为段落标题。
39. D 本段建议人们要接受自己,因此判断 D 选项“花点时间学会爱真实的自己。”可以承接上文,“love yourself for who you are”是提示信息。
40. E 前句提到无论你做什么,总会有人对你的选择不满意,因此推断 E 选项“那么,如果不可能的话,为什么还要费心去取悦每个人呢?”可以承接上文。

完形填空 本文是一篇记叙文。文章讲述了一个 6 岁的失明男孩用手去“看”消防员的样子,他和消防员之间的互动场面触动了人们的心灵。

41-45 DCBBD 46-50 DAACD 51-55 BCBCA

41. D 考查形容词。根据下文中“Then, the child 45 his walking stick, touching and discovering the firefighter's uniform with both hands.”可知,这个小男孩是盲人。
42. C 考查名词。根据第二段首句“The little boy's wish was realized by a 43 fireman”可知,“看看”消防员的样子是小男孩的梦想。
43. B 考查形容词。消防员让小男孩摸他的制服并给他讲解,由此推断这位消防员是善良、好心的。
44. B 考查名词。根据上文出现的“young explorer”以及失明的小男孩用手去感知消防员的样子可知,他和消防员共同开启了一种独特的“探索”。
45. D 考查动词短语。小男孩用双手去摸索消防员的衣服,因此他需要把拐杖放到一边。
46. D 考查副词。根据下文“the little boy 49 for a hug, dropping his walking stick.”可知,消防员让孩子感受到了信赖,因此他对孩子是友好、耐心的。
47. A 考查名词。当小男孩在摸消防员衣服的时候,他的脑海中会呈现出眼睛看不到的画面。
48. A 考查名词。根据第三段内容可知,小男孩和消防员之间的互动是一个令人感动的场面。
49. C 考查动词短语。根据上下文可知,尽管小男孩和消防员是第一次见面,但他伸手去拥抱了消防员。
50. D 考查名词。小男孩伸手去拥抱消防员的举动充分说明了他们之间短暂但是令人难忘的会面所产生的影响。
51. B 考查名词。解析同上。
52. C 考查动词。根据句中“and got a lot of likes”可知,这个善意的举动得到很多人点赞,因此在网上走红。
53. B 考查动词。这个故事提醒人们同情心和理解能够产生更美好的关系。
54. C 考查名词。上文中讲述小男孩伸手去拥抱消防员,这说明他们之间产生了一种眼睛看不到的关系和纽带。

55. A 考查动词。作者建议人们去分享这篇文章,目的是去传播人间的温暖,帮助人们以更有爱、更有同理心的眼光“看”世界。

语法填空 本文是一篇说明文。文章主要介绍了中国影视奖项——金熊猫奖的设立情况以及入选的电影和电视剧。

56. hosted 57. professional 58. for 59. which 60. to be 61. better 62. categories 63. and 64. have been selected 65. presenting

56. 考查非谓语动词。host 与 The Golden Panda Awards 为动宾关系,应用过去分词。

57. 考查形容词。修饰名词 award 应该用形容词作定语,professional 意为“专业的”。

58. 考查介词。account for 占(比例)。

59. 考查定语从句。which 引导非限制性定语从句,指代前面主句所述的内容。

60. 考查动词不定式。固定短语:aim to do sth 意为“旨在做某事”。

61. 考查副词比较级。根据空前的 closer 可知,应用比较级形式。

62. 考查名词复数。根据空前的 four 可知,用名词复数形式。

63. 考查连词。根据句意可知,句中的 visiting events, public film screening 和 new exhibitions 之间的并列关系,故填 and。

64. 考查动词的时态和语态。根据句前的 so far 判断句子应该用现在完成时,再结合句意可知,此处表达被动含义,因主语是 a total of 90 films and TV series,故谓语动词用复数形式。

65. 考查现在分词。分析结构可知,设空处在句中作状语,和逻辑主语之间是主动关系,故填现在分词。

#### 书面表达

Last week, I carried out a survey about students' attitude toward marine protection among my schoolmates. Most of them attached great importance to protecting the ocean. However, there were also a few students thinking they can do nothing to help for they live so far away from the ocean.

Through this, I realized that we should tell people what to do in our daily life, letting them know individuals can also help in the daily life. As long as we try our best, we will make a difference to the marine environment.

#### 读后续写

*I was still feeling pain when I showed up to play the next week. The coach was clearly surprised to see me. He had no idea how determined I was. I could bear whatever abuse he dished out ... as long as I could be part of this game I'd loved and longed to play for so many years. If I stayed at home, I'd never get a chance. At least, by showing up, I was around women playing ball. From then on, I showed up for practice every week. Every game, I spent the night sitting on the bench.*

*Having seen my determination, the coach changed his attitude toward me. Then he told me to go to center field. Again, the coach looked surprised. It never occurred to him that I might be able to play. What made him more surprised was the catch I'd made and the way I "moved like an athlete" on the field. Later, he recommended me to a professional team and sent me a new mitt. If I hadn't nervously signed up to play ball and dared to take a chance on fulfilling my childhood dream, none of it would have happened.*

#### 书面表达

各档次的给分范围和要求:

#### 第四档(13分~15分)

完全完成了试题规定的任务。

1) 内容完整,条理清楚;

2) 交际得体,表达时充分考虑到了交际对象的需求,体现出较强的语言运用能力;

3) 完全达到了预期的写作目的。

### 第三档(9分~12分)

基本完成了试题规定的任务。

- 1) 内容、条理和交际等方面基本符合要求;
- 2) 所用语法和词汇满足了任务的要求;
- 3) 语法或用词方面有一些错误,但不影响理解;
- 4) 基本达到了预期的写作目的。

### 第二档(4分~8分)

未恰当完成试题规定的任务。

- 1) 内容不完整;
- 2) 所用词汇有限,语法或用词方面的错误影响了对写作内容的理解;
- 3) 未能清楚地传达信息。

### 第一档(1分~3分)

未完成试题规定的任务。

- 1) 写了少量相关信息;
- 2) 语法或用词方面错误较多,严重影响了对写作内容的理解。

### 不得分(0分)

未传达任何信息;写的内容与要求无关。

## 读后续写

各档次的给分范围和要求:

### 第五档(21~25分)

- 1) 与所给短文融洽度高,与所提供各段落开头语衔接合理;
- 2) 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;
- 3) 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分)

- 1) 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;
- 2) 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;
- 3) 比较有效地使用了语句间的连接成分,使所续写短文结构紧凑。

### 第三档(11~15分)

- 1) 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;
- 2) 应用的语法结构和词汇能满足任务的要求,是有一些错误,但不影响意义表达;
- 3) 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)

- 1) 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;
- 2) 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;
- 3) 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)

- 1) 与所提供短文和开头语的衔接较差;
- 2) 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;
- 3) 缺乏语句间的连接成分,全文内容不连贯。

不得分(0分)

白卷、内容太少无法评判或所写内容与所提供内容无关。

听力材料

**Text 1**

M: Hey, Ranae. Do you know where the church is? It's said that there is a movie theater next to it. I promised Jennifer to see a film with her this Saturday.

W: It is also near a hospital. Okay, write down these directions so you don't get lost.

**Text 2**

M: Welcome madam.

W: Can you fill the car up for me, please?

M: Yes. Er... 3 dollars per gallon. Your total is 45 dollars.

W: Here is 50 dollars, and keep the change.

**Text 3**

W: Why didn't you go to Jimmy's graduation party?

M: Well, I could have gone. But I received a call on the way and a patient needed an immediate operation.

**Text 4**

W: There! You've woken the baby!

M: That's all right. Don't worry. I can take care of him. But darling, could you help iron my suit? You know, tomorrow's interview means a lot to me.

**Text 5**

W: Is Patti there?

M: I'm sorry, I'm afraid you've dialed the wrong number. There is no Patti here.

W: Are you sure? I called yesterday and she was there. I remember the number clearly, isn't this 763-4565?

M: No, it isn't. It's 736-4565. It seems you've misdialed.

**Text 6**

W: Hello, I'd like to do some volunteer service to help others in my free time. What can I do?

M: We set up a lunch club for the elderly. Some people in need are from neighboring villages, so we need more drivers.

W: I'm willing to help with that. So what exactly do I need to help elder residents?

M: Well, in fact, there's Mrs. Clara. She needs a lift to the hospital next Tuesday. Does that suit you?

W: Yes. No problem. I'll also be free next Friday.

**Text 7**

M: Jane, can you recommend any nice restaurants?

W: The Pink Flamingo. It serves nice Spanish food.

M: Well. Where's that?

W: Starting from our company, go south on Pine Street, cross 2nd Street, and drive to 3rd Street. You'll see a parking lot on the left side of the street.

M: A parking lot on the left. Okay. Then what?

W: Then turn left on 3rd Street and drive east. The Pink Flamingo is the building just before the river on the left side. I think it's open weekdays from 10:30 in the morning to 11:30 at night, but it stays open until midnight on weekends.

M: Great. Thanks a lot.

### Text 8

M: So what are you doing during the holidays? Any plans?

W: I'm going to Thailand for 2 weeks with my parents this summer.

M: That's great! Have you visited Thailand before?

W: I've been there before. But it will be the first time for my parents.

M: Ooh. How do they feel? I have travelled to many foreign countries, like China and France. But I only took my parents with me to Mexico. It was a little stressful even though we had local guides.

W: My parents will be okay as long as they have online translation and maps. We aren't doing anything too crazy, just relaxing on the beach for a week and then a few days visiting different cities.

M: That's great. My parents aren't so brave. They get nervous when leaving the house. How are the beaches?

W: Beautiful. There are a lot more tourists than before but still breathtaking.

M: I can imagine.

W: So what about you? What's your plan?

M: I think I will take it easy. We spent way too much money on our last vacation. So this time we will stay at home and do nothing.

### Text 9

M: Lisa, what's wrong? You don't look like you're in a good mood.

W: My friend Linda said something bad behind my back. I really cannot believe it. I always thought she was my best friend.

M: Do you think she envy you? You're pretty and so intelligent. You're good at all your subjects and also play the violin so well.

W: But she has her strong points, too. She's lovely and hard-working, and people like being with her.

M: Perhaps she hasn't realized that. You're a smart girl. I'm sure you'll figure out a way to solve the problem.

W: I guess I should talk with her, telling her she's a great girl, too.

M: I'm sure that will help. Oh, look. I'm afraid it'll rain soon. How about going back to the teaching building now?

W: Oh, I'm going to the library this afternoon. I need to borrow some books.

M: OK. Do let me know if you need an umbrella. I've got one in the teaching building.

W: Thanks.

### Text 10

Felix's journey of self-discovery led him to the United States. In his first semester, Felix decided to major in engineering, believing it to be the path to greatness. However, as he sat in his class listening to the professor, he realized he couldn't understand the lesson just like his classmates. He lost heart. Then Felix changed his major to business administration, thinking it would lead him to financial success. He dove headfirst into accounting and economics classes. Unfortunately, he found himself a lost number in a sea of calculations.

One day, while assisting a professor with an English class, Felix discovered his hidden talent for language and communication. He realized that his passion lay in the power of words and their ability to connect people. With newfound excitement, Felix decided to become an English teacher.

Felix's journey didn't stop in the United States. Armed with a degree in English, he didn't go to English-speaking countries like Canada or Australia. Instead, he went to Japan and got his first teaching position there.