

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	A	C	B	A	C	B	A	C	C	A	C	A	B	B	A
题序	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
答案	C	C	B	B	A	D	C	B	D	C	B	D	D	A	C
题序	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
答案	B	C	B	B	D	C	B	E	A	G	C	A	D	B	D
题序	46	47	48	49	50	51	52	53	54	55					
答案	C	A	B	A	C	A	B	C	B	D					

【语篇导读】本文为应用文。文章主要介绍了本年度田纳西州开展的四个节日活动的的相关信息。

21. D. 细节理解题。根据题干定位到第二个小标题“The Homestead Festival”下,由“Speakers will share their vast experience of learning to be more self-sustaining. You can learn not only how to start learning skills such as growing your own food, building a fire and raising chickens...”可知,活动参与者将可以在该活动上学习到基础的生存技能。故选 D。
22. C. 细节理解题。根据题干定位到第三个小标题“Americanafest”下,由“A Conference+ Festival Pass allows you access to all events in our schedule.”可知,想要完整体验 Americanafest 活动,需要购买“Conference+ Festival”门票,价格为 249 美元。故选 C。
23. B. 细节理解题。由“Tin Pan South Songwriter’s Festival”小标题下的“Over the 5 days, 10 venues host two music shows a night...”,“The Homestead Festival”小标题下的“...the two-day outdoor affair features award-winning live music...”,“Americanafest”小标题下的“Americanafest brings together legendary artists, fans, and industry professionals for five days of live music shows...”以及“Hazzard Fest”小标题下的“The event features concerts from some of the top names in country...”可知,四个节日活动都包含音乐表演。故选 B。

【语篇导读】本文为记叙文。哥伦比亚环卫工人古铁雷斯将富人区被丢弃的书籍带回家,把自己的家变成了一个面向社区开放的图书馆,为低收入家庭的孩子提供阅读的机会。

24. D. 细节理解题。根据第一段中的“José Alberto Gutiérrez’s life would never be the same again after finding a copy of *Anna Karenina* by Leo Tolstoy in the garbage 20 years ago. It happened while he was driving his garbage truck through wealthier neighborhoods at night and seeing deserted books. It sparked his desire to start rescuing books from the garbage.”可知,环卫工人古铁雷斯 20 年前开着垃圾车经过富人区时,在垃圾堆中发现了被丢弃的书,其中有一本是托尔斯泰的《安娜·卡列尼娜》,从此以后他每天都带一些被丢弃的书回家,最后把自己的家变成了一个面向社区开放的图书馆。故选 D。
25. C. 推理判断题。根据第三段中的“Nevertheless, his mother was a keen reader and read stories to him every night. Her love for books left a deep impression on Gutiérrez...”可知,古铁雷斯的母亲酷爱读书,每晚都会给他讲故事。母亲对书籍的喜爱给古铁雷斯留下了深刻的印象,让他也爱上了阅读。故选 C。
26. B. 词义猜测题。根据后文“He continues to search through bins for reading material and has even travelled to book fairs in Mexico and Chile to sell his idea of building library from unwanted books.”可知,古铁雷斯继续搜罗更多的书,甚至还去到墨西哥和智利的书展兜售自己的想法,可见他并没有就此停止他的公益行为。call it a day 意思是“to decide or agree to stop doing sth (到此为止;停止)”。故选 B。
27. D. 推理判断题。根据全文可知,因为古铁雷斯的善举,使得原本被丢弃的书籍再次发挥它们的作用,成为了家庭贫困的孩子的宝贵财富。四个选项中谚语的意思分别是:A. 书中自有黄金屋;B. 滴水穿石;C. 好事多磨;D. 变废为宝。可见 D 选项最契合文章主题。故选 D。

【语篇导读】本文为说明文。文章介绍了以色列生态学家阿里尔·诺沃普兰斯基用豌豆进行的一项实验。实验发现,当一株豌豆缺水的时候,与之根系相连的其他豌豆也会出现相同的应激反应。

28. D. 写作意图题。第一段中,作者以玫瑰、古树、草地为例,假设如果植物会说话,我们能听到什么,从而引出下文有关植物之间是如何传递信息的研究。故选 D。

29. A. 推理判断题。根据第二段中的“The center plant in each row was the target; Scientists would stress out that plant and see whether the plants on either side of it picked up any alarm signals.”和第三、四段具体实验过程可知:科学家将豌豆装在一排容器中,以中间那株为目标。在目标豌豆的一边,每株豌豆都有一个根在自己的花盆里,而另一个根则延伸到邻近的花盆里。位于中间的豌豆与最邻近的一株相连,这一株又再以同样的方式连接与之邻近的另一株,以此类推。而在另一边,所有的豌豆的根都放在自己的花盆里,与周围的豌豆不相连。然后,科学家们给中间的目标豌豆制造干旱,再通过对比两边豌豆的反应,确定豌豆之间是如何传递警报信号的。故选 A。
30. C. 细节理解题。根据第四段中的“Within 15 minutes, the dried-out plant reacted the same way it would in nature: it had closed up the tiny pores(气孔) on its leaves to save water.”可知,当实验室的豌豆受到干旱威胁时,会像在自然环境里一样,关闭叶子上的气孔以节约水分,这是它们的一种应激反应。故选 C。
31. B. 推理判断题。根据全文内容可知,这篇文章介绍了一项有关植物之间如何交流的实验。因此可能来自于一本科学期刊。故选 B。

【语篇导读】本文为说明文。日本农业利用燃烧煤油的温室,逆转了草莓自然生长季节,在冬季培育出了高品质草莓。然而,人们要为食用这些最早、最好的浆果付出高昂的成本。

32. C. 细节理解题。根据题干定位到第一段,由“To recreate an artificial spring in the winter months, farmers grow their out-of-season delicacies in huge greenhouses heated with giant, gas-consuming heaters.”可知,农民们通过在装有巨大高油耗的加热器的温室里展开种植,来实现在冬天培育草莓。故选 C。
33. B. 推理判断题。根据题干定位到第三段,由“...buying food that was produced relatively close by. They did this in part to cut down on the fuel and pollution associated with transportation.”可知,这些消费者所持有的观点是通过购买相对邻近地区生产的食品来减少与运输相关的燃料和污染。而根据 Miller 的观点“transportation of food often has less climate impact than the way it is produced...It’s ideal if you can eat both in-season, and locally...”可推知,这些消费者只做到了 Miller 说的“eat locally”,而忽略了要食用当季(eat in-season)农产品。故选 B。
34. B. 细节理解题。根据题干定位到第四段,由“Research and development of berry varieties, as well as fancy branding, has helped ease some of those pressures.”以及“... helping farmers fetch higher prices. The most picture-perfect ones have even sold hundreds of dollars to be given as special gifts.”可知,日本草莓产业通过研究和开发草莓品种,以及精心打造品牌,有效帮助农民提高了草莓价格,从而缓解了生产成本上升带来的压力。故选 B。
35. D. 主旨大意题。根据题干定位到最后一段,最后一段介绍了三种日本当地草莓产业的新实践:栃木市在开发一种在相同投入条件下产量更高的草莓新品种,从而提高了种植的能源效率;仙台的研究人员一直在探索利用太阳能来保持草莓温室温暖的方法;草莓种植农户吉村女士研发出无需在煤油加热的温室种植草莓的技术。这三种实践的共同之处在于,他们均在努力减少草莓种植过程中的能源消耗。故选 D。

【语篇导读】长期以来,脂肪一直被认为是危害人体健康,引发各类疾病的罪魁祸首。但实际上脂肪也有好坏之分:一种是不招人待见的白色脂肪,即我们常说的“肥肉”,它在不断地存储热量;另一种则是棕色脂肪,它的主要功能是生热,能帮助人体消耗更多的能量,加速机体新陈代谢。

36. C. 段中衔接句。作者通过跟好坏胆固醇进行类比,引出脂肪也有好坏之分,故 C 正确。
37. B. 段中衔接句。通过前后文对比我们可知,作者按时间顺序写“brown fat”在人体的变化。故 B 选项符合题意。
38. E. 段首句。通过第一段提到的两种脂肪、第二段介绍 Good fat(棕色脂肪及它的作用)以及空后“And it doesn’t use much energy, is hard to burn off, accumulates, and causes other health problems.”我们可知,这里讲白色脂肪的坏处,故 E 选项符合题意。
39. A. 段中衔接句。整段讲我们如何激活和获得 brown fat 的方法。那么 A 选项符合题意。
40. G. 段尾句。前文讲增加棕色脂肪有好处,但是可以通过在成年后尽量保持婴儿期的棕色脂肪。此处“我们的目标是保持而不是重创”就是衔接上文。
41. C. 考查副词。根据前后两句的语义可知,此处需要表示转折关系的副词。
42. A. 考查动词。后面的内容介绍了这个展板是如何起作用的。
43. D. 考查名词。根据文章内容可知,学生把名字写在便利贴背面,然后将便利贴贴到某一个心形旁。
44. B. 考查动词。此处的语义为四个心形分别用标签标明:“I’m great”, “I’m OK”, “I’m struggling”, and “I need a check-in”。
45. D. 考查动词。根据语境可知,这些心形给予了学生一个快速描述和表达情感的方式。allow 语义为“给予”。
46. C. 考查名词。“a listening ear”意为“一个倾听的对象”,最符合文意。
47. A. 考查形容词。根据前一句以及空格后的“dealing with a serious issue”可知,此处 upset 为最佳选项。

48. B. 考查名词。根据后文的“including consulting a school psychologist”可知,Erin Castillo 有各种各样的“可供选择的方式”来帮助学生处理情绪或问题。
49. A. 考查动词。根据语境可知,Erin Castillo 突然想到这个主意。“strike sb”可以表示“某人突然想到”。
50. C. 考查形容词。根据后文的“One ...”以及“Another ...”可知,此处是指使用“mental health check-in board”后看到了许多好的变化。
51. A. 考查名词。根据语境可知,此处需要一个表示“positive change”的词汇。bonus 在此处意为“好的结果”。
52. B. 考查动词短语。根据后文的“things they’ve been keeping inside”可知,the board 鼓励学生“畅谈,打开心扉”。“open up”意为“直抒胸臆,畅所欲言”。
53. C. 考查形容词。“The board”鼓励学生谈论自己内心的情绪,对那些不知如何用语言表达自己的学生而言尤其“有利”。
54. B. 考查名词。根据语境可知,此处想表达“学生的情绪是要紧的,而且学生完全有权利产生某种情绪。”
55. D. 考查形容词。根据语境可知,此处需要一个和 inspiring 类似语义的词。“loving”意为“充满爱的”,符合语境。
56. when. 考查定语从句。分析句子结构可知,此处需使用关系词引导非限制性定语从句,在从句当中充当时间状语。
57. features. 考查时态和主谓一致。分析句子结构可知,句子主语是“it”,即“Qiang embroidery”,空白处应使用谓语动词单数形式,且根据语境可知,应使用一般现在时。
58. a. 考查冠词。此处使用不定冠词 a 和名词 master 作 Chen Yunzhen 的同位语。
59. greatly. 考查副词。此处应使用副词修饰后面的动词 encouraged。
60. to stop. 考查非谓语动词及短语搭配。“in an effort to do sth”意为“努力做某事”。
61. has provided. 考查谓语动词时态和主谓一致。分析句子结构可知,空白处需使用谓语动词。根据“ever since”以及句意可知,此处应使用现在完成时。
62. into. 考查介词。“breathe new life into ...”意为“给……注入活力”。
63. combining. 考查非谓语动词。分析句子结构可知,空白处前面的 and 并列的是“introducing ...”和“combining...”。
64. popularity. 考查名词及词性转换。此处需要使用 popular 的名词形式。
65. written. 考查形容词及词性转换。此处应使用形容词修饰 language,意为“书面语言”。

第四部分

第一节

【参考范文】

Dear Peter,

Learning your winning the first prize in the Chinese Traditional Culture Contest organized by our city, I'm writing to extend my sincere congratulations to you.

It came as no surprise, for you are keenly interested in Chinese culture and have been continuously exploring it. Not only did you refer to abundant resources, but also you consulted many locals and professionals, which equips you with a comprehensive knowledge and good command of Chinese culture.

Congratulate you on your success again and I hope you can devote yourself to spreading the Chinese culture and make it more accessible to people around the world.

Yours,

Li Hua

评分标准:

1. 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 100 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和准确性及上下文的连贯性。第五档作文所写内容要点应包括:写信目的,表示祝贺(3 分);回顾他的努力和付出(6 分);再次祝贺和表达期待(3 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,以至影响交际,将分数降低一个档次。

2. 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

【续写思路】

前文概要:

我的老师布置了一个特殊作业:下周一在班级进行一次演讲,主题是“向一个人表达感谢”。我非常害怕演讲,焦虑万分。我的好朋友 Jenny 画了一只名叫“一切都会好的”的猫来安慰我,并邀请我周末去她家一起练习演讲。

续写线索:

① 我到 Jenny 家,她建议我向妈妈表达感谢,并且帮助我组织思路、语言。在她的帮助下,我心情宽慰了许多,也有了自信,为周日的演讲做好了准备。

② 我改变了表达感谢的对象,因为我觉得 Jenny 帮助了我许多。演讲过程中我一直看着 Jenny,她一开始惊讶,直到最后也深受感动。演讲很成功,我们的友谊也进一步加深。感情升华:友情,互助。

【参考范文】

The next day, I went to Jenny's house. I asked her curiously who she would pick to talk about. "My grandma!" she blurted out. "What about you?" I fell silent. Sensing my embarrassment, Jenny looked at me with an encouraging smile. Then she suggested I talk about my mom, helping me patiently organize my thoughts into reasonable and heartfelt sentences. After that, we took turns to rehearse our speeches to polish the expressions. By the end of the day, I felt more prepared and confident for Monday's work.

Before the speech, however, I changed my mind and wrote “Jenny” on the blackboard. Taking a deep breath, I began sharing my gratitude for Jenny’s constant support and genuine friendship. As I spoke, I kept my eyes on Jenny. I could see her widened eyes at first, and then a big smile. With the courage and confidence she had helped me build, the terrifying assignment finally turned into an “everything will be fine” success! As I finished speaking, she gave me a bear hug, while thunderous applause echoing in the classroom.

评分标准:

1. 评分原则

- (1) 总分为 25 分,按 5 个档次给分。
- (2) 读后续写评分以 15 分为参考线,根据续写内容的连贯性、情节的合理性以及语言质量定档给分,然后以该档次的要求衡量、确定或调整档次,最后给分。
- (3) 词数少于 120 的,从总分中减去 1—2 分。
- (4) 如果仅续写一个段落,三档中位 12.5 分为上限,在此基础上相应扣分。
- (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,以至影响交际,将分数降低一个档次。

2. 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"> * 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。 * 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。 * 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。
第四档 (16~20 分)	<ul style="list-style-type: none"> * 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。 * 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。 * 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。
第三档 (11~15 分)	<ul style="list-style-type: none"> * 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。 * 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)。 * 尚有语句衔接的意识,全文结构基本清晰,意义基本连贯。
第二档 (6~10 分)	<ul style="list-style-type: none"> * 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。 * 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。 * 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。
第一档 (1~5 分)	<ul style="list-style-type: none"> * 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。 * 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。 * 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	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

M: Hey, Alice. I can't sleep with the light on. Can't you read in the study?

W: Sorry, but Bob is playing computer games in the study now.

Text 2

W: Did you go to Cooper's last night?

M: No, I don't shop there often. Was there anything special?

W: Yes, the employees dressed up as movie characters, and every customer received a discount card.

M: That was interesting.

Text 3

M: A lot of people enjoy going camping. How about you?

W: Believe it or not, that is the last thing I ever want to do.

Text 4

M: Where did you find that hat? I've been looking for one just like it.

W: I bought it online. It's perfect for the summer months because of its wide shape. I used to wear baseball hats until I realize they don't protect your entire face from the sun.

Text 5

M: You should have prepared your speech for the meeting, Susan.

W: Yes, I know. But how could I prepare with the meeting date fixed so soon?

Text 6

W: I'd like to borrow some books. Can you tell me how many books I can borrow each time on this card?

M: Let me check. I am afraid this card is too old. You have to change it.

W: Oh, sorry. That's my old one. This is the new one. Here you are.

M: OK, you can borrow three books at a time.

W: Good. Thank you.

M: You are welcome.

Text 7

W: Hi, John. I'm sorry to tell you I'll leave the company. You are a great boss to me, but I have to leave.

M: May I ask why, Kate? We are having an amazing time together.

W: Well, my brother is planning to run an engineering company. He has always dreamt of running his own business. He needs me to help since I'm experienced in this field.

M: In that case, I think that I understand your decision. After all, family comes first.

W: Thanks for understanding. And I will finish my project before I leave.

M: That's great. Will you be able to recommend someone to take your position?

W: Mary has been in our department for 2 years and she has always been hard-working. I think she will be a good manager.

Text 8

M: Hi, Sara. I heard that you are organizing a campaign on the 28th of April on the occasion of Earth Day.

W: Yes. We are calling it the green campaign.

M: Oh, green! I guess this campaign is related to the environment.

W: Yes, of course. All participants in the campaign will wear green because we want to tell people about the bad effects of pollution.

M: That seems great! Can you give me more details about your campaign?

W: Sure. The first day we will clean up garbage at school. The following day we'll plant some trees. Then we will hang some posters on the school board.

M: Interesting! I'd like to help you in your campaign. I have an idea.

W: Yes, go ahead. What is it?

M: We may ask our teachers to help us in our campaign by not bringing their cars to school.

W: It's a good idea.

M: Also we might paint some paper, bottles and lamps and use them as decorations for our classrooms. I'll invite George to join us. He's ready to help, you know.

W: Wow! Great, Peter! Thank you so much for your help.

M: You're welcome.

Text 9

W: Hello, Roger. It's Laura.

M: Laura! How are you?

W: Fine. How are things with you and Millie?

M: Great...fine...everything's fine. We've got all Millie's sisters round for lunch at the moment.

W: Yes, I can hear you're busy! Listen, I won't keep you. I was just phoning to ask if you and Millie are doing anything next Saturday night. If not, would you like to come for a meal? Patrick and Colin are coming over, and we thought it would be nice if you were here too.

M: We can't, I'm afraid. An old mate of mine from college is getting married in Scotland, and we're going up there for the wedding. What a shame! It'd be nice to see you all again.

W: Yeah, it is a shame.

Text 10

M: Are you interested in space exploration history? If you are, come to the U. S. Space & Rocket Center this weekend or the following weekends. This new experience brings you the best in space exploration history and gets you ready for its future. It is suitable for families of all types. This guided experience includes astronaut training exercises, cool challenges, rocket construction and launch, and a movie in the National Geographic Theater. Lunch is included in the ticket. This program runs from 9:00 a. m. to 5:00 p. m. on Saturday, and from 9:00 a. m. to 3:00 p. m. on Sunday. It allows time for families to explore the Rocket Center at their own pace after the end of their program on Sunday. It costs \$ 199 for each participant. The third and more participants in the same group can get a discount of \$ 99 each person. Remember, participants must be at least 7 years old and children must attend with an adult. Don't miss it if you're interested in space.