

浙江强基联盟 2024 年 12 月高三联考 英语卷参考答案与评分标准

第一部分:听力(共两节,满分 30 分)

1—5 ABCAB 6—10 ACACB 11—15 ACCBB 16—20 CACBA

第二部分:阅读理解(共两节,满分 35 分)

21—23 BBC 24—27 ADDC 28—31 DBAC 32—35 CADB

36—40 ACFGD

第三部分:语言运用(共两小节,满分 45 分)

完形填空

41—45 ACABD 46—50 BDBCA 51—55 CABDC

语法填空

56. marking 57. which 58. delivered 59. As 60. a 61. hits 62. produced 63. to enhance

64. coexistence 65. and

第一节 应用文

One possible version:

Dear Peter,

Thank you so much for sharing your video with me. I'm delighted to know your participation in the Chinese Poetry Recitation Competition.

After watching your video, I've identified a couple of areas you could improve. There are some tone errors in the pronunciation of Chinese characters. Mandarin is known for its four distinct tones, each conveying a different meaning. Therefore, mastering them is crucial for accurate understanding. Besides, I've noticed problems with the pauses, which may result from a misunderstanding of a poem's meaning. To solve these problems, I highly recommend that you thoroughly understand the meaning of the poem before your next practice. Additionally, listening to native speakers reciting the poem and mimicking their tone and rhythm will undoubtedly help you improve.

Keep up the great work, and I'm firmly convinced that you'll shine in the competition.

Yours,

Li Hua

第二节 读后续写

One possible version:

Time was running out, and his mind raced madly. In a moment of clarity, Tom remembered the worn-out hammer in his hand. It had been a reliable companion through countless days of labor, and now it was his only hope. With a determined swing, he smashed the hammer against the window, shattering the glass with a loud crash. Carefully, he reached into the vehicle, avoiding the jagged edges, and unbuckled the unconscious young lady. With all his strength, he pulled her out, dragging her a safe distance from the car just as the flames roared fiercely, engulfing the vehicle in a fiery blaze. Soon, Tom's heroic deed went viral.

The girl was sad to know Tom's trouble from the local news. She learned about his struggle to find money for his son's heart surgery and felt a deep sense of empathy for his situation. Remembering how he had risked his life to save her, she decided to take action. With her family's connections and resources, she organized a fundraising campaign to help cover the medical expenses for Andrew's surgery. As word spread about Tom's story, the community rallied together, contributing whatever they could. Grateful for the support, Tom felt a renewed sense of hope. The girl, now a friend, visited him in the hospital, bringing not just financial help but also encouragement. Their bond grew stronger, united by the challenges they faced and the lives they had touched.

答案详解

21. B 根据第一段中“PacSci’s Digital Discovery Workshops bring unique science experiences to you on your own schedule.”可知,这些工作坊旨在提升科学教育,故选 B。
22. B 根据第四段“Qualified low-income schools may receive up to 100% off Digital Discovery Workshops rates”可知一些低收入学校可以免费参加活动,故选 B。
23. C 根据最后一段“An adult or volunteer must be present to help facilitate”可知,参与者需要成年人或志愿者的帮助,故选 C。
24. A 根据第一段“I loved to argue. My fixation on being right had been a mainstay in my life and had often stirred up trouble in my family; there were moments when my marriage became strained and my kids grew distant.”可知,我爱争论的习惯为家庭关系带来很多麻烦,故选 A。
25. D 根据第二段中“Something about her words really hit home. We weren’t there to be right, we were there to enjoy ourselves—how to move the pieces was merely a backdrop. What truly mattered was our bond and the moments we shared.”可知,孙女的话让作者意识到人与人之间的关系比争论出对和错更为重要,故选 D。
26. D 根据第三段中“what really took my breath away as I listened to him was a newfound desire to understand him”可知,作者在晚餐中感到最惊讶的是他渴望理解别人,故选 D。
27. C 根据最后一段“Now I recognise that arguing at the dinner table is much like deciding to drink an extra cup of coffee. It is a matter of self-discipline.”可知,作者明白餐桌上的争执就像决定多喝一杯咖啡一样,都是自律的问题。故选 C。
28. D 根据第一段“One primary motivation for those changes—including the 2010 passage of the Common Core math educational standards—is to prepare students for a more unpredictable and complex future.”可知,主要的原因是帮助学生为未来做好准备,故选 D。
29. B 根据第四段中“Now, teachers present a few concepts, and then students work together to solve problems in different ways,”可知,现在课堂上鼓励小组合作寻找不同的解决方案,故选 B。
30. A 根据第五段中“Under Common Core, the focus has been shifted. Now, even mistakes are part of the learning process.”和“As math educators, we believe productive struggle is actually good. That’s where learning happens.”可知,作者对 Common Core 持积极态度,故选 A。
31. C 根据全文内容可知,本文主要介绍了现代教学方法的变化,选择“Math Teaching Has Changed in Surprising Ways”作为最佳标题,故选 C。
32. C 根据第二段中“‘If we don’t do this, the trees in a monarch reserve are going to die.’ By 2090, the reserve’s forest habitats are expected to deteriorate, as temperature warm.”可知,如果不采取行动,森林里的树会死亡,所以当继续气候继续变暖,帝王蝶的栖息地会不断恶化,故选 C。
33. A 根据第四段“nearly 70 percent of the seedlings had survived”可知,实验达成了一些预期目标,故选 A。
34. D 根据第五段“Moving a species could have unintended ecological fallout for other species present in that ecosystem”可知,辅助迁移可能会导致生态系统的干扰,故选 D。
35. B 根据最后一段“hopes this new study convinces conservationists and government officials that assisted migration can establish new potential wintering sites for the monarch butterflies”可知,Sáenz-Romero 建议墨西哥官员支持辅助迁移,以保护帝王蝶,故选 B。
36. A 根据上下文,作者在介绍个人发展目标的定义,强调这些目标是为了提升个人技能和整体福祉,因此选项 A 最符合语境,说明个人发展目标是根据每个人独特的成长需求量身定制的。
37. C 上文提到“增强沟通技能以促进更好关系”,选项 C 指出这个目标涉及主动提高沟通能力,与上下文紧密相关,因此选 C。
38. F 本段主要讨论设定界限以优先考虑自我照顾,选项 F 进一步阐释了设定界限的重要性,强调这样做可以为自我照顾活动创造空间,符合前文的内容,因此选 F。
39. G 本段主要讲发展成长心态,选项 G 提到建立对技能发展的信念,这与成长心态的主题相符,强调面对挑战时的心态变化,因此选 G。
40. D 最后一段讨论正念技巧及其对情绪健康的影响,选项 D 强调培养正念实践以增强情绪健康,与这一主题对应,因此选 D。

41. A 根据后文描述,Keith 开始敲打地板,表明他意识到了某种异常情况。故选 A“sensed”(感觉到),表示他察觉到了不对劲。
42. C 根据上下文可知情况非常危急,Keith 几乎无法呼吸,故选 C“barely”(几乎不)。
43. A Keith 醒来时发现自己躺在一个地方,结合上下文可知,经过急救后他应该是在医院里。故选 A“hospital”(医院)。
44. B Rachel 看到她的丈夫突然倒下,自然会感到非常害怕和担忧。故选 B“terrified”(惊恐的)。
45. D 根据上下文,Keith 呼吸困难并倒下,因此“collapse”是最合适的选项。故选 D“collapse”(倒下)。
46. B Rachel 拨打 911 时,心中充满了对 Keith 发生最坏情况的担忧,因此“fearing”最符合语境。故选 B“fearing”(害怕)。
47. D 文中提到的“emergency response technology changed everything”,说明这是一个重大的技术进展。故选 D“breakthrough”(突破)。
48. B 根据上下文中的“text”和“a link to a live video chat”,最符合的词是“message”。故选 B“message”(信息)。
49. C 在视频聊天中,Randy 可以实时看到 Keith 的“condition”(状态),故选 C“condition”(状态)。
50. A Randy 提到他们可以“access their microphone and camera”,表示能够访问这些设备。故选 A“access”(访问)。
51. C Randy 通过观察来“evaluate”(评估) Keith 的健康状况,这是急救中非常重要的环节。故选 C“evaluate”(评估)。
52. A 根据上下文,Randy 需要判断情况的紧急程度,因此“urgent”最符合语境。故选 A“urgent”(紧急的)。
53. B 根据上下文可知,Rachel 在等待医疗人员的到来,故选 B“arrival”(到达)。
54. D Keith 在经历了这一切后,能够回到家中恢复,说明他“survived”(幸存)了这次磨难。故选 D“survived”(幸存)。
55. C Keith 能够在生死关头得到救助,并且最终恢复,Rachel 形容这是一种“miracle”(奇迹)。故选 C“miracle”(奇迹)。
56. marking 分析句子结构可知,空处需要一个现在分词形式,表示“标志着”这一动作与主句的关系。故填“marking”。
57. which 根据句子结构,空处引导非限定性定语从句,修饰前面的“the autumn TV festival”。因此,填入“which”。
58. delivered 分析句子结构可知,空处在从句中作谓语,描述 Cao Shumin 的动作,时态应为过去式,故填“delivered”。
59. As 根据上下文,空处需要一个介词,表明“作为”世界上最大的市场,因此填“as”。
60. a 这里需要一个不定冠词来修饰“window”,表示这是一个展示视听项目的窗口。故填“a”。
61. hits 根据上下文,“numerous”后面需要一个名词形式,表示“热门作品”。故填“hits”。
62. produced 分析句子结构可知,空处为后置定语,描述“被中国草根导演制作的作品”,应使用过去分词形式,故填“produced”。
63. to enhance 根据句子结构,空处需要不定式作目的状语,表示使用音视频作品的目的,故填“to enhance”。
64. coexistence 根据上下文,空处需要一个名词形式,表示多元文化的“共存”,故填“coexistence”。
65. and 根据上下文可知科技被用来赋能视听项目,以及提升服务品质,故两者形成并列关系,故填“and”。

第四部分 写作(共两节,满分 40 分)

第一节:应用文(满分 15 分)

(一)评分原则

1. 本题总分为 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 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。
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,以致影响交际,将分数降低一个档次。

(二)各档次的给分范围和要求

档次	描述
第五档 (13—15)	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)	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)	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)	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,内容缺乏连贯性。 信息未能清楚地传达给读者。
第一档 (1—3)	未完成试题规定的任务。 —明显漏掉主要内容,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:读后续写(满分 25 分)

评分原则:

1. 本题总分为 25 分,按以下 5 个档次给分。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。

第一档:(1—5 分)与段落开头衔接较差,产出内容太少,全文内容不连贯;

第二档:(6—10 分)与所给短文有一定的关系,与段落开头有一定程度的衔接,写出了一些有关内容,较少使用语句间连接成分,全文内容缺少连贯性;

第三档:(11—15分)与所给短文关系较为密切,与段落开头有一定程度的衔接,写出了若干有关内容,应用简单的语句间连接成分,使全文内容连贯;

第四档:(16—20分)与所给短文融洽度较高,与段落开头衔接较为合理,内容比较丰富,比较有效地使用了语句间连接成分,所续写短文结构紧凑;

第五档:(21—25分)与所给短文融洽度高,与段落开头衔接合理,内容丰富,有效地使用了语句间连接成分,使所续写短文结构紧凑。

2. 词数少于130的,从总分中减去2分。

3. 评分时,应注意的主要内容为:与所给短文及段落开头语的衔接程度;内容的丰富性;应用语法结构和词汇的丰富性和准确性;上下文的连贯性。

4. 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。

5. 如书写较差,以至影响交际,将分数降低一个档次。

英语听力原文

Text 1

M: Getting to work in the morning seems to take longer each day. I was late again this morning.

W: Are you still driving again?

M: Yes. The traffic was so bad in the morning. It's just one traffic jam after another on the road.

Text 2

W: Have you noticed that people here in Mexico stand very close together?

M: Yes. It's the same in Peru too.

W: It's the opposite in Britain. I was a little uncomfortable here at first. But after a few days, I'm getting used to it.

Text 3

M: Hi, I ordered a book from Justin Lewis last week. I was wondering if it has come in yet. My name is Peter Schneider.

W: Let me check it for you, Mr. Schneider. Yes, the book has arrived this morning and should be ready for you to pick up this afternoon.

Text 4

W: Have you seen Jim since it happened?

M: Yes. He was hoping to spend his holiday touring with his football team but he had to pull out.

W: When will he be able to play again?

M: It takes months for a broken leg to recover fully.

Text 5

W: I wish I had more time to spend with Lily. She has to go to a babysitter every morning.

M: It's tough when you work so much.

W: Well, sometimes I have to ask my boss for a leave to look after her.

Text 6

M: I need to buy some winter clothing. It's getting freezing these days.

W: I'm not a winter person. Do you like winter?

M: Well, at least I won't sweat like a pig in winter. You know how easily I sweat. Besides, I do enjoy eating Chinese hot pot with my friends. The hot pot is just not that wonderful to eat in summer, is it?

W: I do love the sunshine for I can do so many outdoor activities, like swimming in the warm sea water, playing volleyball on the beach, etc. Oh, how I miss summer!

Text 7

W: I've got butterflies in my stomach.

M: Don't be so nervous. It'll be fine.

W: But I'm afraid they won't like me.

M: They will love you just as much as I love you.

W: Are you sure?

M: Absolutely! My parents have been dying to see my girlfriend. In fact, my mother may like you more.

W: Sounds great!

Text 8

M: I've got this paper due for one of my classes, and my car won't start. Could you drive me to school?

W: Oh, I would, but my sister's got my car. Can you send the paper by email?

M: Well, I could, but I don't have access on my computer here at home.

W: You don't? Someday you'll have to join the rest of us in the 21st century.

M: I know. But what should I do right now?

W: I have an idea. First call your professor, and get her email address.

M: I think I have that here. It's *asanchez@university.edu*.

W: Cool. Next save your paper on USB stick. Then, bring the USB stick and the email address over here to my place. When you get here, we'll send the paper from my computer.

M: That will be great.

Text 9

M: Hey Jenny, I'm a bit worried about you. The whole team has noticed you haven't come to basketball practice recently.

W: I know. I just have so much schoolwork and so many responsibilities these days.

M: You must be worried about being unable to finish everything. If I can do anything to help, I will.

W: I appreciate that. It's OK. I know I can finish my work. Doing well in school is my highest priority right now, so it's difficult to commit fully to being the captain of our team.

M: I know you have a lot of responsibilities. If you want, I can tell your friends and our teammates that you need support.

W: That'd be so great. If anyone can help me in studying, that would be a huge help as well.

M: We're in different grades, so I can't help much with your schoolwork. But I can help with your captain's duties.

W: That would relieve a lot of stress for me.

M: I'll make a plan to organize some of the coaching plans and practice activities.

W: Thank you for doing that for me. When all my work is finished, I promise to help you practice your defensive skills.

Text 10

M: Shinichi Sakamoto is 57, and works in Shimizu, one of Japan's biggest construction companies. He is part of the greying and falling workforce. According to Mr. Sakamoto, statistics showed that a third of Japanese construction laborers are over 54 years old, and they are considering retiring so soon. And they're not being replaced by younger builders. "The number of laborers under 30 is just above 10%," he said. In September, Mr. Sakamoto's firm gained a promising new co-worker—a robot. It is currently working on a high-rise development in Osaka, transporting heavy building materials every night from the ground floor to where they're needed. "Can you imagine that materials are in the right position in the morning when laborers come to the site?" said Mr. Sakamoto, "He even works at night time." Robots will benefit from super fast 5G mobile networks. Better connections will make it easier for multiple robots to cooperate. Many small robots could work together on different parts of a task. An example is the 3D printing robots at a university in Singapore, each of which can print concrete following a computer map. All robots in a group could learn from what one robot is learning. Mr. Sakamoto also introduced other robot workers. The robots operate on their own, performing tasks a manager assigns them on a computer.