

高三英语参考答案

第一部分：听力

第一节：1~5 BACAC

第二节：6~10 ABACB 11~15 CABAB 16~20 ACACB

第二部分：阅读理解

第一节：

A

21. B 推理判断题。根据 Graff 所说的话：“我教 Brian 歌唱的技巧，而 Brian 教我人生的经验。在这场‘交易’中，我得到了更好的结果。”说明，Graff 认为自己从 Brian 那里学到了许多人生的经验，所以应该是感激他的，故选 B 项。
22. D 推理判断题。根据第四段“More importantly, he made the text sound as though it had been taken from his own life.”可知，Brian 在唱这首歌时联想到了自己的人生经历，所以唱出了歌曲所要传达的情感。故选 D 项。
23. D 标题概括题。本文主要讲述了 Brian 为了戒毒，寻求帮助，并通过唱歌度过了难关。而且本文重点介绍了他演唱的一首歌“The People That Walked in Darkness”。这首歌就像是他本人的人生写照，故以歌名为标题，选 D 项。

B

24. B 细节理解题。根据第二段“Singapore is home to more than five million people and is covered in fountains, landscape pools and other water features.”可知，新加坡有五百万多人口，到处覆盖着喷泉、景观池和其他水景设计，故选 B 项。
25. C 推理判断题。根据第四段内容可知，WateRoam 公司开发了一个轻量级，便携式过滤设备，已经给东南亚超过 75000 人提供了清洁的饮用水，故选 C 项。
26. A 推理判断题。这则新闻主要讲述的是新加坡研发新技术解决水资源短缺问题，属于“技术”栏目，故选 A 项。

C

27. A 推理判断题。根据第一段“A recently completed study shows that six hours of leisure-time physical activity per week at the age of 11 reduces the risk of being overweight at 14 years of age associated with heavy use of digital media.”可知，在 11 岁时每周进行 6 个小时的休闲体育活动，可以降低 14 岁时因过度使用数字媒体而超重的风险。要得出这个结论，说明研究人员对参与调查的学生进行了跟踪调查，分别在 11 岁时和 14 岁时进行，故选 A 项。
28. C 词义猜测题。根据上下文可知，该研究表明，儿童在 11 岁时过度使用数字媒体与 14 岁时超重风险增加有关，据报告，这些儿童每周在闲暇时间进行体育活动不足 6 小时。而在那些报告每周运动 6 小时或以上的儿童中，这种联系没有被观察到。故选 C 项。
29. C 细节理解题。根据第二段的内容可知，此研究调查了芬兰学龄儿童使用数字媒体与青少年后期超重风险之间是否存在联系以及儿童的体育活动是否对这种潜在联系有影响。故选 C 项。

30. B 推理判断题。接下来的段落应该是全文的总结：根据研究结论，给孩子和青少年提建议，故选 B 项。

第二节

31. C 空格后说：但我们的孩子需要用我们给他们选择的字生活，所以我们选择的字非常重要！句中的“我们”指父母，而且关联词 but 表明前后是转折关系，故选 C 项：对我们许多人来说，这（给孩子取名字）可能是一项困难和累人的任务。

32. A 空格前具体说明名字的重要性：名字通常会伴随我们一生，除非我们决定改变它们。故选 A 项：它们（指名字）成为我们身份的一部分。

33. B 上一段的结尾句指出：有些家长没有给孩子取对名字，此处是一个承上启下的过渡句。本段主要阐述不喜欢自己的名字对于人们的负面影响，即影响人们的自尊、自信。作为本段的总起句，且与下一段开头结构相同，故选 B 项：那么，如果你不喜欢自己的名字会怎么样呢？

34. E 本段主要阐述如果名字不再流行了会怎样？空格后用研究结论指出：名字过时的人更有可能在约会应用程序上被拒绝。说明前一句应该过渡到名字与恋爱之间的关联这一话题上来，故选 E 项：当涉及到不受欢迎的名字时，它们甚至会影响我们的爱情生活。

35. G 此处是全文的总结句，前面分析了名字普通或名字过时的负面影响，所以最后要得出结论，故选 G 项：所以，给孩子取名字时，要考虑很多因素。但是选择太普通或太过时的名字可能不是一个好的选择。

第三部分：语言运用

第一节：完形填空

36. B 考查动词辨析。根据语境可知，我不安地在座位上动了动，环视了一下教室，故选 B 项。

37. D 考查动词辨析。根据语境可知，她没有注意到我眼里的泪水，继续上数学课，故选 D 项。

38. A 考查动词辨析。解析同上，故选 A 项。

39. A 考查动词辨析。根据语境可知，这一天剩下的时间过得很慢，最后一节课的铃声终于响起，这是自由的信号，故选 A 项。drag 意为“过得很慢，拖沓地进行”

40. C 考查名词辨析。解析同上，故选 C 项。

41. C 考查名词辨析。根据语境可知，我在学校总觉得不自在，故选 C 项。feel out of place 意为：感到不自在，感到拘束。out of sight 意为“看不见”；out of order 意为“发生故障，次序颠倒”；out of control 意为“失控”

42. D 考查形容词辨析。根据语境可知，我很少因为在学校取得的学业成绩得到别人的称赞，故选 D 项。

43. A 考查副词辨析。根据语境可知，到四年级时，我的自信心大大下降，变得抑郁，故选 A 项。

44. B 考查形容词辨析。根据语境可知，有一天，我的老师当着一群孩子的面对我大喊大叫：“你能有多蠢？如果你不尽快开始，你最终会成为一个失败者！”故选 B 项。

45. B 考查动词短语辨析。解析同上，故选 B 项。

46. D 考查名词辨析。根据语境可知，这是第一次有人当着我的面说“你是个失败者”，故选 D 项。

47. C 考查动词辨析。根据语境可知，我在那里呆了半个小时，边哭边想这样的痛苦和失望是否会结束。故选 C 项。

48. D 考查形容词辨析。根据语境可知，不久，我离开了那所学校，希望能找到一个地方让我远离痛苦，找到埋藏在我内心深处的伟大（即指自己的长处和优点），故选 D 项。

49. A 考查动词辨析。根据语境可知，我的新学校让我从一个更好的角度看待自己，并意识到自己成长了多少。故选 A 项。

50. C 考查动词辨析。解析同上，故选 C 项。
51. B 考查形容词辨析。根据语境可知，学校的学习不像我以前的学校那么紧张，我向别人敞开心扉，不再害怕他们会怎么看我，故选 B 项。
52. A 考查名词辨析。根据语境可知，我建立了新的关系——不是基于学业能力，而是基于真正的友谊，故选 A 项。
53. C 考查动词辨析。根据语境可知，人们每天早上都愉快地和我打招呼，因为他们看到了我内在的热情，故选 C 项。
54. C 考查名词辨析。解析同上，故选 C 项。spark 意为“活力；热情”
55. B 考查动词辨析。根据语境可知，这一年给了我新的活力，故选 B 项。breathe new life into sth. 意为“(给某事物)带来起色，注入活力”

第二节

56. communities 考查词形变换。此处用名词的复数，故填 communities
57. solving 考查非谓语动词。固定短语 delay doing 耽搁做某事，故填 solving
58. to create 考查非谓语动词。表示目的，故用不定式 to create
59. are designed 考查时态和语态。主语是现代化建筑，被设计，故用 are designed
60. that / which 考查定语从句。先行词是 insulation，在从句中指物，作主语，故填 that 或 which。
61. is 考查时态和主谓一致。主语是 protecting native species，现在分词作主语谓语动词用单数，故填 is。
62. for 考查介词。固定短语：provide sth. for sb. 为某人提供某物，故填 for
63. better 考查词形变换。修饰动词短语 adapt to 用副词，根据上下文用比较级，故填 better
64. the 考查冠词。the amount of ... 的数量，故填 the
65. helpful 考查词形变换。修饰名词 bacteria 用形容词，故填 helpful

第四部分

第一节：应用文写作

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 和多于 100 的，从总分中减去 2 分。
4. 评分时，应注意的主要内容：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，以至影响交际，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 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；具备较强的语言应用能力；

	<ul style="list-style-type: none"> •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)	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> •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)	<p>基本完成了试题规定的部分任务。</p> <ul style="list-style-type: none"> •虽漏掉一些内容，但覆盖部分主要内容； •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)	<p>未恰当完成试题规定的任务。</p> <ul style="list-style-type: none"> •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)	<p>未完成试题规定的任务。</p> <ul style="list-style-type: none"> •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	<p>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。</p>

三、试题具体要求

(一) 内容要点：

1. 晚会时间、地点；
2. 节目形式；
3. 报名方式。

(二) 应用词汇和语法结构的情况：

1. 使用与主题相关的词汇；
2. 能够使用恰当的语法结构。

(三) 上下文的连贯性：

按照内容要点展开写作，使用恰当的连接词或表达法使文章内容连贯。

四、One possible version:

Notice

The closing ceremony of the summer camp is scheduled to be held at the auditorium next Friday night. Various forms of English performances are wanted, ranging from sweet songs and graceful dances to vivid plays and humorous talk shows. It's a good platform where you can showcase your talents and have fun at the same time. If interested, please sign up on the school website before this Sunday. All the candidates are required to go through a careful selection process next Monday, so remember to get your performance ready in advance.

Students' Union

August 10th, 2021

第二节：读后续写

一、评分原则

1. 本题总分为 25 分，按 5 个档次给分。
2. 评分时，先根据所续写短文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 130 的，从总分中减去 2 分。
4. 评分时，应主要从以下四个方面考虑：
 - (1) 与所给短文的开头语衔接程度；
 - (2) 内容的丰富性和对所标出关键词语的应用情况；
 - (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。
5. 拼写与标点符号是语言准确性的一个重要方面，评分时，应视其对交际的影响程度予以考虑。
6. 如书写较差以致影响交际，可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 (21-25)	<ul style="list-style-type: none">•与所给短文融合度高，与所提供的各段落开头语衔接合理。•内容丰富，应用了 5 个以上短文中标出的关键词语。•所使用语法结构和词汇丰富、准确，可能有些许错误，但完全不影响意思表达。•有效地使用了词语间的连接成分，所续写短文结构紧凑。
第四档 (16-20)	<ul style="list-style-type: none">•与所给短文融合度较高，与所提供的各段落开头语衔接较为合理。•内容比较丰富，应用了 5 个以上短文中标出的关键词语。•所使用语法结构和词汇较为丰富、准确，可能有些许错误，但不影响意思表达。•比较有效地使用了词语间的连接成分，所续写短文结构紧凑。
第三档 (11-15)	<ul style="list-style-type: none">•与所给短文关系较为密切，与所提供的各段落开头语衔接有一定程度衔接。•写出了若干有关内容，应用了 4 个以上短文中标出的关键词语。•应用语法结构和词汇能满足任务的要求，虽有一些错误，但不影响意思表达。•应用简单的句间连接成分，使全文内容连贯。
第二档 (6-10)	<ul style="list-style-type: none">•与所给短文关系有一定关系，与所提供的各段落开头语衔接有一定程度衔接。•写出了一些有关内容，应用了 3 个以上短文中标出的关键词语。•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，影响意思的表达。•较少使用了句间的连接成分，全文内容缺少连贯性。
第一档	<ul style="list-style-type: none">•与所给短文和开头语衔接较差。

(1-5)	<ul style="list-style-type: none"> •产出内容太少，很少使用短文中标出的关键词语。 •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，严重影响意思了的表达。 •缺乏句间的连接成分，全文内容不连贯。
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。

三、One possible version

Para 1: *I was starting to wonder whether this bell-ringing thing was for me when a lady walked purposefully toward me. I stood stiff, looked her in the eyes, smiled and gently rang my bell. "Merry Christmas!" I greeted her with an awkward smile. I tried to calm my nerves, but obviously there was a touch of nervousness in my manner. The lady seemed to sense my feelings and returned my smile with a tremendous one of her own. "Well, this won't do. We can't have this sitting empty," she said as she slipped a twenty-dollar bill into the donation box. I thanked her for the donation, and I could feel a ripple of excitement ran through my body.*

Para 2: *For the rest of my shift, I became relaxed and were impressed by different people coming to me. One woman shared how her brother had been helped with addiction; others told how they look forward to helping the Christmas donation campaign each year. Quite a few parents gave their small children coins to drop in. There was a lesson for me in this little venture into uncomfortable territory. It has given me a great appreciation for the good feeling that comes with giving, not just for me but for everyone. So it follows that asking for help is not such a bad thing. It is just another side of living in a caring community.*

听力原文:

(Text 1)

M: Hey, Claire. What's up? You look worried about something.

W: Oh, Joseph! **I have a physics test this afternoon and I haven't studied enough! I hope I don't fail!**

M: Hey, don't panic. You still have some time. Let me help you study some more. I'm good at physics.

(Text 2)

W: When does Jane plan to come? I haven't seen her for ages.

M: As soon as possible, I think. **She'll attend a meeting in our city this Friday.**

W: Really? When she comes, we can hold a party to welcome her at our house.

(Text 3)

W: Harry, what time do you get up?

M: **I normally get up at 6 o'clock** but sometimes I have to be up by five.

W: Do you practice yoga in the morning?

M: Yes. **I usually practice it half an hour later after I get up.**

(Text 4)

W: Tom, I think I need a new dress to wear to Sarah's party.

M: When will the party be held? Your friend Cathy will also go with you?

W: Yeah. Many of my classmates will attend that party next Saturday.

(Text 5)

W: I plan to change the team meeting to Friday afternoons.

M: Well, you know, people on flexible time often choose to leave early on Fridays. And concentration probably won't be as good at the end of the week.

(Text 6)

W: I wish we could afford a holiday this year. These islands look amazing!

M: Yes. If only we had £3,000!

W: **(7) If I were rich, we'd spend every winter together on a beautiful island.**

M: Really? I'd rather go skiing in the Alps. I don't feel like staying on an island. It is dull. Well anyway, we can't afford it. If you hadn't bought so many clothes, we'd have more money for holidays.

W: But I like clothes! Would you rather I wore a suit all the time, like you?

M: What's wrong with my suits?!

(Text 7)

M: What's the article about?

W: It's basically about memories: short term, medium term, long term. **(8) They say that short term memory lasts only a few seconds, thirty seconds I think they say.** So when you read something, you remember the beginning of the sentence just until you get to the end of the sentence.

M: Mmm.

W: And then medium term memory, **(9) the example they give is something like trying to remember that you've got to buy bread.**

M: **(9) Like a sort of a shopping list of things to do.**

W: Er, then long term memory, um, they're talking about major events that happen in your life such as your wedding and then things **(10) like the faces of your friends and family and you never forget them.**

(Text 8)

W: I'm afraid I have a problem here.

M: Oh dear! What's the trouble?

W: It's this disc you sold me.

M: Doesn't it work?

W: **(12) Oh yes, it works, but it's the wrong music.**

M: You've bought the wrong one?

W: Well, yes and no. The cover says Rachmaninov and the disc itself says Rachmaninov. But when I play it, the music's Tchaikovsky.

M: Are you sure?

W: Oh, yes! I can't be wrong about that. **(13) I've finished up with the music I can't stand. Tchaikovsky's is too noisy.**

M: **(11) I'll just go and fetch the manager for you.**

(Text 9)

W: Have you seen the report of that Nigerian girl?

M: Who was that?

W: Well, her name is Ade Sodeinde. **(14) She was here working with us before she went to**

Birmingham University to study engineering.

M: That must be boring.

W: Apparently, it wasn't. She had a great time.

M: Really? I think she'd be making tea and doing the photocopying.

W: No. **(15) She started working on a report about the problem of train running late.**

M: Hmm. That would keep her busy.

W: Absolutely. **(16) It seems that the trains were always delayed departing, because the drivers wasted time while the safety inspections happened and the trains were cleaned.**

M: Sounds familiar.

W: So basically passengers were waiting on the platform while all this was happening. Anyway, she found out that the tracks needed upgrading. Once they'd been replaced, the trains got to the starting platforms quicker and everything ran on time.

M: Wow. She sounds pretty bright.

W: **(17) Well, she has the motivation. An experience like that will put her at the top of the job ladder.**

(Text 10)

W: Attention please! Now I will give you a brief introduction to the Winter Festival. It is a free event for all people to enjoy, and is organized by a team of volunteers. **(18) The first Winter Festival was introduced the year before last. Sadly due to a lack of money no festival was held last year.** This year the government may provide \$15,000 to the festival. They also persuaded the businessmen around the town to offer the rest \$5,000.

There will be a free art exhibition on Friday 18, Saturday 19 and Sunday 20 December in the Center Park of the town. The opening hours are from 10:00 a.m. to 4:00 p.m., and there is an opening night only on Friday, from 7:30 p.m. to 10:00 p.m. **(19) Different from other exhibitions, this art exhibition is really a special one because the public will have the chance to watch the paintings which are from the town's school. And all the paintings are created by the students.**

It is great that the Festival is going to host a wonderful sound of music in the Main Exhibition Hall this year. This program aims to show some of the musical talents that we have in town. Everyone watching the performance had better not wear formal clothes, but fancy dress. And the program, you will hear classical music, pop music, rock music and operas.