

2022 学年第一学期浙江强基联盟 MJ

高三年级英语试题参考答案

听力原文

(Text 1)

M: I left my bicycle by that tree, but it's not there anymore.

W: Perhaps it got in my father's way when he was parking his car.

M: Oh, there, on the other side of the road by the street light.

(Text 2)

W: You're looking well, David!

M: I played basketball last month, but I stopped. I've done a lot of swimming instead.

W: It shows! I'm thinking of taking up tennis again.

(Text 3)

M: May I help you?

W: The sleeves on this jacket are too short. Can you make them longer?

M: Let me look at it... I can do it for twenty dollars.

(Text 4)

W: It doesn't look as though these plants have been watered for a long time.

M: I came around with the watering pot just two days ago. Are you sure the leaves are getting enough light?

W: Maybe that's the answer. Can you help me move this plant closer to the window?

(Text 5)

W: What's wrong?

M: Well, I've got a term paper due in a week, and all the books I need are checked out!

W: I know what you mean. There are a million books in this place and you can never find what you need.

(Text 6)

W: I have a question before we call the first applicant in. Will we be done very soon? I told an agent I would meet him to discuss some business over lunch.

M: The last interview starts at 11 o'clock, so we should be done in plenty of time. I have a doctor's appointment this afternoon, anyway.

W: OK, but if it looks like that 11 o'clock interview is going to go much more than an hour, I'll need to step out to give the agent a call. I might just have to ask him to reschedule it.

(Text 7)

M: Leslie, you have to use up your vacation days by December 31st. Use them or lose them.

W: OK, Hank. I have thought it over. I'd like to take three days off during the first week of December. Either that or some time off around Christmas.

M: Sorry. We have a trade show the first week of December, and too many people are out at Christmas time.

W: Then I don't know when I can take them!

(Text 8)

W: Hi, Austin. I'm just calling to see if you are OK.

M: I'm fine, but I seem to be a bit lost. I don't see any road signs.

W: Do you see anything around you like a hotel or a restaurant?

M: There's a bar in front of me.

W: I know where that is. You must be on Queen Street.

M: So, have I passed the street you live on yet?

W: Unfortunately, you must have passed it a while ago.

M: I've really got no sense of direction, have I?

W: Don't worry. I will tell you how to get here. You need to go back the way you came. Follow Queen Street for about five miles. You'll get to a hospital. Take the first right. Then you'll be on St. James Street. Follow that for three and a half miles and take a right at the second set of traffic lights, then park your car. My house is the third house on the right.

M: I think I've got it.

(Text 9)

W: Davis used to be such a good student, and always did his homework. But now... he keeps doing things that are completely out of character.

M: Well, it could be something at school. Has there been anything else about the way he's been acting differently?

W: A month ago, he'd been in a fight. Then a couple of times the week before last, he came home with his clothes torn. Last week, some of his books were totally destroyed. And then he missed the school bus three times last week and twice already this week.

M: Sounds as if your son is being bothered by some of the kids at school.

W: I find that difficult to believe. He wouldn't keep quiet about such a thing.

M: Well, they've probably frightened him by threatening to get back at him. Have a talk with him and try to discover why he is being bothered because by doing so you may end the whole situation.

(Text 10)

M: Good afternoon, everyone. My name is John Francis. I'm a representative from the Red Cross. Now I'm going to talk to you about the work of the organization and about some basic aspects of First Aid. The Red Cross movement was started by a businessman called Jean Henri Dunant. His interest in the innocent people caught up in war began in 1859 when he witnessed the effects of a very fierce battle in Italy. At the time, he organized all the villagers to help the wounded soldiers and make sure they had food and basic medical attention. In 1864, the same gentleman, together with four Swiss colleagues from his hometown, organized a conference which laid the foundations for the now famous organization.

In order that Red Cross workers could always be recognized, they created their own symbol. They chose a red cross on a white background. It is protected by the laws. Sometimes we find that the red cross has been used as a decorative symbol or to represent first aid stations but this is actually wrong because using the red cross for anything other than the international organization is actually against the law, even though we often associate a red cross with hospitals and medical treatment. In Australia, as in many countries, the recognized symbol for first aid and medical centers, in fact, is a white cross on a green background. Now, let's go to the First Aid.

参考答案

第一部分: 听力
1~5 CBACA 6~10 CABCB 11~15 AABCC 16~20 CBABB

第二部分: 阅读
第一节

A

本文是一篇应用文,是 AMHS 高中官网,对该学校即将到来的 International Dinner 活动常见问题进行解释说明的文章。

21. D 推理判断。根据这个文本的风格,尤其是 Sign up here 中的画线词以及 email 地址画线的格式,可以判断这是网页文章,故选 D。
22. C 信息查找。从 Who can participate 的回答中,可以看到活动目的是建设该社区(即 AMHS 高中),增进社区成员的关系,故选 C。
23. B 信息查找。从 Who can volunteer 的回答中最后一个句子可见,直接点击链接即可报名成为志愿者,故选 B。

B

本文是一篇记叙夹议论文,讲述了复活节岛人希望追回流失他乡异国的雕像的诉求,以及在世界范围,名人专家们对文物归还问题的讨论。

24. D 推理判断。第二段讲到复活节岛雕像代表了 Rapa Nui 人的祖先们,并且被现在依然生活在岛上的这一古老文明的后代,视作神圣的物品。再有,文章最后一段,当今的 Rapa Nui 人认为,雕像是构成复活节岛的历史的重要部分。由此可知正是雕像使得今日的 Rapa Nui 人与其祖先产生联结,故选 D。
25. B 细节理解。根据第六段可知,法国总统支持将文物归还。故选 B。
26. C 推理判断。第七段谈到,专家认为到博物馆参观文物,对人们来说更容易办到。这也是大英博物馆官员认为他们应该拥有 Hoa Hakananai'a 雕像的一个原因,且从数据来看,每年到大英博物馆的参观人数极大地超过了远赴复活节岛的游客人数。由此可判断博物馆官员赞成的观点是博物馆为大多数人提供了亲自看到著名文物的机会,故选 C。
27. D 推理判断。要排除错误选项,需要对全文相关细节仔细把握。A 选项中 restore 不符,B 选项与第三段信息不符,C 选项“游客为所有的文物损坏负责”显然不对。结合整篇文章以及第四段的信息可知,文物归还问题涉及世界上很多博物馆。故选 D。

C

本文是一篇议论文,通过莎翁戏剧著名台词“Parting is such sweet sorrow”引出对人际关系的讨论,阐述分离的痛苦是人际关系疏密的考量这一观点。

28. C 推理判断。第一段 Sweet sorrow is an oxymoron. But this seeming contradiction is true... 由后一句的 contradiction 推断出 oxymoron 与“矛盾”之意相关,进而结合 Juliet bid Romeo adieu (再见) for the evening with the words, “Parting is such sweet sorrow”判断 sweet sorrow 是矛盾修辞法。icy cold 是类比修辞,clicking sound 拟声修辞,endless speech 夸张修辞,唯有 deafening silence 是矛盾修辞。故选 C。
29. D 细节理解。第三段和第四段分别从 sorrow side 和 sweet side 来揭示 saying goodbye 时两种不同情感体验产生的原因。见第三段 Saying goodbye means separating from the people who make up a significant part of your emotional identity,说再见,意味着你将和那些构成你情感认同重要组成部分的人们分开,所以这样的分离是最 sorrowful 的。故选 D。
30. B 推理判断。抓住本文作者主要阐述的观点,并从第二段 Deep friendships and loving relationships are measured by the level of emotional attachment. Emotions intensify over time,以及第四段 The time spent together is emotionally rewarding, especially if that person is seen as a soulmate. Humans are social beings 判断选 B。
31. B 主旨大意。该文通过“告别”带给人看似矛盾的情感体验这一现象,通过对比等手段,深入分析了痛苦这种情感体验在人际关系疏密中的作用。阅读需要抓住本文中心,而不是枝节,尤其关注最后一段。故选 B。

D

本文是一篇说明文,通过神经病学专家 Anna Lembke 的书 *Dopamine Nation: Finding Balance in the Age of Indulgence*,阐释了作为成瘾性标志的多巴胺,在电子设备上瘾的现代,给人类带来的负面影响。

32. D 推理判断。根据第二段可知,人类演化过程中,获得食物等生存条件后,人体会分泌多巴胺,随之在大脑中形成愉悦感。在追求这种愉悦感中(分泌更多的多巴胺),人类得以生存繁衍。故选 D。
33. B 细节理解。A 和 D 与本文的讨论的核心不符;根据第四段判断 C 不正确;据第五、六段判断,沉溺手机会产生诸多负面情绪。故选 B。

34. A 词义判断。根据最后一段的功能,以及该段最后一句话 Luckily, there is an antidote: a timeout—at least for a day 判断 antidote 是治疗办法,即解药,故选 A。

35. D 主旨大意。把握该文本主旨:多巴胺在电子设备上瘾的现代,给人类带来的负面影响,故选 D。

第二节

本文是一篇说明文。科学家通过对儿童想象中的朋友这一现象的研究,更正父母对儿童看不见的朋友所存在的误解,告诉读者,想象中的朋友对儿童应对困难,训练社交技巧和提升沟通能力等方面都有好处。

36. E 该句子是在文章第一句话的基础上,更进了一层,即“有些孩子不仅假装和玩具说话或假装玩具有魔法,他们会入戏更深,创造出一个想象出来的朋友”,从而引出本文的话题 imaginary friends。故选 E。

37. D 该句切入本文研究重点,并统领下文,即“研究表明,拥有想象中的朋友能带来诸多好处”。C 选项有一定干扰,尽管 concerned 和前一句话似有关联,但是和下文无任何关系。故选 D。

38. B 本段陈述 imaginary friends 的好处之一,关键词是 troubles。想象中的朋友并非表明儿童陷入麻烦,而是儿童用来应对麻烦的工具。故选 B。

39. F 本段陈述 imaginary friends 在社交方面带来的好处。关键词是 social skills。需要就选项 F 中的指示代词做出正确判断。they 指代上一句的 imaginary friends; 再根据 “... such skills, like solving conflict and sharing” 判断 such skills 就指前一句的 social skills。故选 F。

40. G 本段表明第三点好处,即 communication skills。G 选项的表述“孩子需要站在想象中的朋友的角度来与之对话”,其中 dialogue 是 communication 的具体形式,而下文的研究发现 “... be better at understanding a listener or observer's perspective” 进一步印证了此处正确答案应是 G。A 选项有一定干扰,但是结合上下文分析可排除。

第三部分:语言运用

第一节

本文是一篇叙议结合的文章。作者通过观察孩子们放风筝,有感于即使受到绳子的羁绊和约束,仍然努力向上攀爬、追求自由飞翔的风筝,呼吁读者勇攀高峰,同时从不同的视角认识到这股约束的力量的作用——帮助我们升得更高,有所成就。

41. B 观察空中的风筝,会看到“不同颜色的风筝有着不一样的形状和大小”,weight 无法观察到,其他选项均不妥,故选 B。

42. C 从上下文可见多次出现的 string 是个关键词,隐喻着约束的力量。故选 C。

43. D 从上下文可见风筝的目标是往高处飞,且 heights 也是贯穿始终的词,故选 D。第 55 题答案也基于此。

44. B 这是对风筝努力向上飞翔的细节描写,该句和下一句需要一起分析,它们呈现出往上牵拉的力和向下控制的力之间的作用与较量。故选 B。

45. A 该句中操控的绳子和笨重的尾巴都代表着向下的力量。故选 A。

46. B 该句中 struggled and trembled 一组词,显示出奋力向上飞翔的艰难。A 选项和 D 选项在该语境下不妥,head 是个中性词,不足以表达此刻的语义。故选 B。

47. D 该句中 even as 是关键,“即使它们(风筝)在与绳子的控制对抗着,风筝依然以一种美丽的姿态,努力向上翱翔。”以一个 positive word 来形成对比。故选 D。

48. A “终于,一个风筝挣脱了绳子的羁绊。”从语义上来看,当选 A。

49. B 该句承接前一段,画风一转,“然而,自由却使风筝陷入毫无同情心的风的掌控之中”,结合上下文,可见该处应选 B。

50. C 解释见上一题。

51. A “它毫无风度地震颤着向地面坠落,落在一堆乱草之中,线缠绕在一棵死灌木上。”根据语境,该处需要 negative word,但 C 不符,故选 A。

52. C 根据上下文,风筝落到泥土中语义一致。故选 C。
53. B 这里指风筝被第一个障碍物卡住。roof 有一定干扰性,但 block 包含了可能卡住风筝的任何东西,它与 roof 在语义上是上位词和下位词的关系,故最佳选项是 B。
54. A 作者的感悟,认识到这股约束的力量的作用。故选 A。
55. D 纵观全文,作者观察风筝努力攀登翱翔,以及由此生出的感悟,故选 D。

第二节

- 本文是说明文,对故宫博物院出版的故宫日历进行介绍。
56. cards 本题考查名词。one of 后跟名词复数形式。
57. national 本题考查词性变化。名词变形容词。
58. a 本题考查冠词。单数可数名词前的 a。
59. was reimagined 本题考查动词时态语态。in 2010 表明是一般过去时,因为主语是物,故用被动。
60. by 本题考查介词。通过某手段、方式。
61. has been published 本题考查动词时态语态。根据 To date“迄今为止”,以及 for twelve years,确定用现在完成时态的被动语态。
62. sold 本题考查非谓语动词。表被动,故用 sold。
63. which 本题考查从句。定语从句的连接词。
64. amazingly 本题考查词性变化。根据动词 span 判断该处应为副词。
65. dating 本题考查非谓语动词。dating to... 做定语。

第四部分 写作

第一节

这是一篇招募广告。通过审题,站在合唱团的角度,分三段成文。第一段,开门见山表明目的及招聘条件,且体现广告的特点,语言简洁。第二段详细介绍合唱团特色及活动,适当拓展以达到交流功能。第三段欢迎参与,告知选拔安排。

One possible version:

Singers Wanted

We warmly seek experienced singers in all voice parts to train and perform with us in our 2022-2023 Season. As a society enjoying immense popularity, our choir participates in various special events like graduation ceremony, and annual interschool musical festival. Joining our choir enables you to make connections with other fellow students and update your knowledge of music, say, rhythm, music theory, and harmony. Undoubtedly, it will be fun and more than fun.

Why not have a shot in the audition? See you in the music hall at 3 p. m. on Friday.

The School Choir

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

<p>第五档(13~15)</p> <p>完全完成了试题规定的任务。</p> <p>—覆盖所有内容要点。</p> <p>—应用了较多的语法结构和词汇。</p> <p>—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。</p> <p>—有效地使用了语句间的连接成分,使全文结构紧凑。</p> <p>完全达到了预期的写作目的。</p>
<p>第四档(10~12)</p> <p>完全完成了试题规定的任务。</p> <p>—虽漏掉 1、2 个次重点,但覆盖所有主要内容。</p> <p>—应用的语法结构和词汇能满足任务的要求。</p> <p>—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。</p> <p>—应用简单的语句间连接成分,使全文结构紧凑。</p> <p>达到了预期的写作目的。</p>
<p>第三档(7~9)</p> <p>基本完成了试题规定的部分任务。</p> <p>—虽漏掉一些内容,但覆盖所有主要内容。</p> <p>—应用的语法结构和词汇能满足任务的要求。</p> <p>—有一些语法结构或词汇方面的错误,但不影响理解。</p> <p>—应用简单的语句间连接成分,使全文内容连贯。</p> <p>整体而言,基本达到了预期的写作目的。</p>
<p>第二档(4~6)</p> <p>未适当完成试题规定的任务。</p> <p>—漏掉或未描述清楚一些主要内容,写了一些无关内容。</p> <p>—语法结构单调,词汇项目有限。</p> <p>—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。</p> <p>—较少使用语句间的连接成分,内容缺少连贯性。</p> <p>信息未能清楚地传达给读者。</p>
<p>第一档(1~3)</p> <p>未完成试题规定的任务。</p> <p>—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。</p> <p>—语法结构单调,词汇项目有限。</p> <p>—较多语法结构或词汇方面的错误,影响对写作内容的理解。</p> <p>—缺乏语句间的连接成分,内容不连贯。</p> <p>信息未能传达给读者。</p>
<p>0 分</p> <p>未能传达给读者任何信息:内容太少,无法评判;</p> <p>写的内容均与所要求内容无关或所写内容无法看清。</p>

第二节

本文是记叙文,讲述了青年 Conrad 途经大桥,留意到欲轻生的女子的异样情况,出手相救的故事。

One possible version:

Paragraph 1:

Without warning, she climbed onto the railing. It happened so quickly. Conrad lunged forward and reached for the woman, but she teetered. He threw his arms around her, trying to haul her down off the railing. But she grabbed the railing with no attempt to let it go. “Let go of the railing,” Conrad said, “or I’ll have to yank you off.” However, he couldn’t hear any response. The wind was howling, creating an echoing sound on the icy irons. The only sound he could hear was his heart pounding loudly in his ears... like the insistent heavy drumming of rain beating upon a window pane.

Paragraph 2:

Suddenly, bright lights appeared—it was the police! Someone had reported Conrad’s car for being parked on the bridge—just as he’d hoped. An instant later, a loud squealing sound of brakes was heard, and two police officers stepped out of the car. Recognizing what was going on, they dashed straight towards Conrad and the woman. The two officers took hold of the woman, then handed Conrad a knife so that he could cut off the rope tethering her to the bridge. He grasped the knife, placed the tip of his flexed thumb on the railing and cut the rope knot down firmly. The woman collapsed on their shoulders. Seeing this, relief unleashed within Conrad—the shadow of death was gone.

一、评分原则

- 1. 本题总分为 25 分,按 5 个档次给分。
- 2. 评分时,先根据所给短文的内容和语言初步确定所属档次,然后以该档次要求来衡量、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,主要从以下四个方面考虑:
 - (1)与所给短文及段落开头语的衔接程度;
 - (2)内容丰富性;
 - (3)语法结构及词汇的丰富性和准确性;
 - (4)上下文连贯性。
- 5. 拼写与标点符号准确性也是评分的一个重要方面。
- 6. 若书写较差以致影响交际,可将分数降低一个档次。

二、各档次的给分要求和范围

评分档次	第一项	第二项	第三项	第四项
第五档: 21~25 分	与所给短文融洽度高,与所提供各个段落开头语衔接合理。	内容丰富	所使用的语法结构与词汇丰富且准确,可能有些许错误,但完全不影响意义的表达。	有效地使用了语句间的连接成分,使所续写的短文结构紧凑。
第四档: 16~20 分	与所给短文融洽度较高,与所提供各个段落开头语衔接较合理。	内容比较丰富	所使用的语法结构与词汇较为丰富准确,可能有些许错误,但不影响意义的表达。	比较有效地使用了语句间的连接成分,使所续写的短文结构紧凑。

(续表)

评分档次	第一项	第二项	第三项	第四项
第三档： 11~15 分	与所给短文关系较为密切，与所提供各个段落开头语有一定程度的衔接。	写出了若干有关内容	所使用的语法结构与词汇能满足任务要求，虽有一些错误，但不影响意义的表达。	应用简单的语句连接成分，使所续写的短文结构紧凑。
第二档： 6~10 分	与所给短文有一定关系，与所提供各个段落开头语有一定衔接。	写出了少数相关内容	语法结构单调，应用词汇有限，有一些语法结构与词汇错误，影响了意义的表达。	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	与所给短文和各个段落开头语的衔接较差。	产出内容过少	语法结构单调，应用词汇很少，有较多语法结构与词汇错误，严重影响了意义的表达。	缺乏语句间的连接成分，全文内容不连贯。