

高三年级英语学科参考答案

第一部分 听力（共两节，每小题 1.5 分，满分 30 分）

1-5 ABCAC 6-10 ABBAB 11-15 ACCBB 16-20. AABCC

第二部分 阅读理解（共两节，满分 50 分）

第一节（共 15 小题；每小题 2.5 分；满分 37.5 分）

21-23 BAC 24-27 CDAD 28-31 ADDD 32-35 DADD

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

36-40 ABFGD

第三部分 语言知识运用（共两节，满分 30 分）

第一节（共 15 小题；每小题 1 分，满分 15 分）

41-45 BCCDA 46-50 ABCDC 51-55 BDCAB

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56.a 57. what 58. houses 59. whose 60. being reduced

61.were added 62. evident 63. To engage 64. as 65. and

语法填空易错点：

56. 误认为是定语从句，错填成 *where*

57. 错认为名词性从句已经完整使用 *how*

60. 使用名词形式 *reduction*，或者误作不定式做目的状语 *to reduce*

61. 时态和主谓一致出错 *are added/ was added*

62. 名词变成形容词形式出错 *evidental/evidenced/evidencial* 等等

64. 落入习惯搭配的陷阱：*take part in*

第四部分 写作（共两节，满分 40 分）

第一节 应用文写作（满分 15 分）

Possible Version 1:

Dear Eric,

I am Li Hua. I'm writing to formally request that my video entry for the "Graduation Memories" short video contest be featured on our school's media platform.

My video captures one ordinary day in our classroom preparing for the College Entrance Examination. It shows my classmates reviewing intensively together, sharing snacks during short breaks, and writing encouraging messages to each other on the blackboard. The last scene is all of us standing up and shouting "We can make it!" together.

I believe this video deserves to be shown for two reasons. First, it records the small, real moments of our final high school days — the nervousness, the determination, and the silent support among us. Second, since the video has already touched many of my classmates, broadcasting it might also bring comfort and motivation to more students facing the huge pressure of the coming exam.

Thank you for your consideration.

Yours,

Li Hua

Possible Version 2:

Dear Eric,

I am Li Hua, a creator of the video entered in the "Graduation Memories" contest. I am writing to apply for its display on the school's media platform.

Unlike traditional videos, my work, *The Marks of Time*, focuses on a series of daily items instead of moving scenes. It displays piles of worn-out test papers, scattered pens, and most touchingly, a school uniform covered with heartfelt signatures. Each object serves as a powerful metaphor for our academic dedication and the deep friendship we have cultivated over the years.

I believe this unique visual narrative deserves to be shared. These common items are the collective footprints of every senior, which will undoubtedly evoke strong resonance and provide comfort during this bittersweet graduation season. Moreover, it offers a creative perspective on how to document life for the younger students.

Thank you for your time and consideration.

(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 80 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。
7. 严重语法错误（如时态混乱、主谓一致全错、句子无法理解）按错误数量扣分，同一错误不重复扣分；拼写错误每 3 个扣 1 分，最多扣 3 分。

(二)各档次的给分范围和要求

档次	描述
第五档 (13—15)	<p>完全完成了试题规定的任务。</p> <p>一覆盖所有内容要点。完全覆盖“视频内容”“申请理由”两大要点以及次要要点比如“你校英语社举办的‘毕业留念’短视频大赛已圆满结束”，“你的参赛作品深受同学喜爱”，“申请将你的视频在校内平台进行展播”，内容充实、逻辑清晰，细节自然合理（如视频内容讲述具体——各类文体比赛、日常师生互动、美丽校园风景、感动瞬间等；申请理由具体——能够引发同学共鸣，能够作为同学对高中生活的回忆，能够加强学生对同学、老师、校园的爱等）</p> <p>一应用了较多的语法结构和词汇。语法结构多样（如定语从句、非谓语、状语从句等）</p> <p>一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。词汇使用丰富且恰当，仅存在 1-2 处不影响理解的小错误</p> <p>一有效地使用了语句间的连接成分，使全文结构紧凑。衔接自然，使用恰当连接词，行文流畅</p> <p>完全达到了预期的写作目的。</p>
第四档 (10—12)	<p>完全完成了试题规定的任务。</p> <p>一虽遗漏一些次要要点，但覆盖所有核心内容。内容基本完整，细节略有欠缺，比如视频内容偏空洞，没有实际内容；“申请理由”讲述不清，不够充分等</p> <p>一应用的语法结构和词汇能满足任务的要求。语法结构以简单句为主，搭配少量复合句</p> <p>一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。词汇使用准确，有 3-4 处语法/拼写错误，不影响整体理解；个别细节（如标点、大小写）有误，不影响整体</p> <p>一应用简单的语句间连接成分，使全文结构紧凑。有基本衔接，逻辑较清晰，行文较连贯</p> <p>达到了预期的写作目的。</p>
第三档 (7—9)	<p>基本完成了试题规定的任务。</p> <p>一漏掉一些主要内容（本文学生容易忘写“申请理由”），或遗漏一些次要要点，或要点表述不完整、逻辑较零散</p> <p>一应用的语法结构和词汇能满足任务的要求。语法错误较多（如时态、主谓一致、词性误用等），影响部分句子理解</p> <p>一有一些语法结构或词汇方面的错误，但不影响理解。词汇使用较单一，存在较多拼写</p>

	<p>错误</p> <p>一应用简单的语句间连接成分，使全文内容连贯。 缺乏衔接词，段落层次不清晰，行文不够连贯</p> <p>整体而言，基本达到了预期的写作目的。</p>
第二档 (4—6)	<p>未适当完成试题规定的任务。</p> <p>一漏掉或未描述清楚一些主要内容，写了一些无关内容。</p> <p>一语法结构单调，词汇项目有限。</p> <p>一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>一较少使用语句间的连接成分，内容缺乏连贯性。</p> <p>信息未能清楚地传达给读者。</p>
第一档 (1—3)	<p>未完成试题规定的任务。</p> <p>一明显漏掉主要内容，写了一些无关内容，原因可能是未理解试题要求。</p> <p>一语法结构单调，词汇项目有限。</p> <p>一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>一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>
0	<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>

✓ **文体与语言：**

文体为书信，对方是活动负责人 Eric，需使用较为较为尊敬的语气，符合社交语境。

时态：一般过去时(描述已经结束的短视频大赛和影响)，一般现在时（描述自己的作品）以及一般将来时（表达期待）

✓ **结构安排：**

1. 开头：简单回顾（已经结束的短视频大赛和影响），点明主题(我写信想要申请将自己的视频投放到校内平台进行展播)；

2. 主体：详细描述视频内容(各类文体比赛、日常师生互动、美丽校园风景、感动瞬间等)；申请理由（能够引发同学共鸣，能够作为同学对高中生活的回忆，能够加强学生对同学、老师、校园的爱等）

4. 结尾：希望 Eric 能够考虑我的神情，表达期待回复。

✓ **常见误区：**

忽略细节补充：仅写类似“我的视频记录了很多精彩瞬间”而不描述具体内容，会导致内容空洞。

审题偏差：对于第二点“申请理由”，许多同学漏写，或者仍旧写成了“视频内容”（以为内容就是申请的理由）

第二节 读后续写（满分 25 分）

Possible Version:

Paragraph 1

One day, our school held a talent show, and I braved the stage with my upside-down guitar. Standing behind the curtain, my heart pounded wildly. I couldn't help recalling the strange looks I had always received for being left-handed and the endless troubles with right-handed scissors, desks and pens. Taking a deep breath, I walked onto the stage and sat down quietly. As my fingers touched the strings, I closed my eyes and let out the melody gently. My special way of playing soon calmed the audience and drew all their attention. When the last note faded away, the whole hall burst into thunderous applause. Cheers and admiration surrounded me, replacing the previous confusion and curiosity I had often met.

Paragraph 2

That night, for the first time, I didn't try to hide my left hand when I walked off the stage. I no longer felt embarrassed about my habit as a left-hander. I came to realize that those daily struggles in a right-handed world had made me more adaptable and creative. I thought of great left-handed figures like Da Vinci, who all achieved greatness

by thinking and acting differently. What used to be seen as awkward was actually a wonderful gift. Even grandma's words that I was "special" suddenly made sense to me. I finally understood that being left-handed was never a flaw. Instead of feeling left behind in a right-handed world, I learned to embrace my difference. It dawned on me that being left is not wrong, but just brilliantly unique.

评分原则:

1. 本题总分为 25 分, 按以下评分细则的 5 个档次给分。
2. 评分时, 应主要从内容、词汇语法和篇章结构三个方面考虑, 具体为:
 - (1) 续写内容的质量、完整性以及与原文情境的融洽度;
 - *两段首句之后的衔接
 - *第一段段尾与第二段首句的衔接
 - (2) 所使用词汇和语法结构的准确性、恰当性和多样性;
 - (3) 上下文的衔接和全文的连贯性。
3. 评分时, 应根据作答的整体情况确定其所属档次, 然后以该档次的要求综合衡量。确定或调整档次, 最后给分。
4. 评分时还应注意:
 - (1) 词数少于 120 的, 酌情扣分;
 - (2) 书写较差以至影响交际的, 酌情扣分;
 - (3) 单词拼写和标点符号是写作规范的重要方面, 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。

评分细则:

档次	描述
第五档 (21-25分)	创造了丰富、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, 可能有个别小错, 但完全不影响理解; 有效地使用了语句间衔接手段, 全文结构清晰, 意义连贯。
第四档 (16-20分)	创造了比较丰富、合理的内容, 比较有逻辑性, 续写比较完整, 与原文情境融洽度较高; 使用了比较多样且恰当的词汇和语法结构, 可能有些许错误, 但不影响理解; 比较有效地使用了语句间衔接手段, 全文结构比较清晰, 意义比较连贯。
第三档 (11-15分)	创造了基本合理的内容, 有一定的逻辑性, 续写基本完整, 与原文情境相关; 使用了简单的词汇和语法结构, 有一些错误或不恰当之处, 但基本不影响理解; 基本有效地使用了语句间的衔接的意识, 全文结构基本清晰, 意义基本连贯。
第二档 (6-10分)	内容或逻辑上有一些重大问题, 续写不够完整, 与原文情境有一定程度脱节; 所用的词汇有限, 语法结构单调, 错误较多, 影响理解; 未能有效地使用语句间的衔接手段, 全文结构不够清晰, 意义欠连贯。
第一档 (1-5分)	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, 错误很多, 严重影响理解; 几乎没有使用语句衔接手段, 全文结构不清晰, 意义不连贯。
0分	未作答; 所写内容太少或无法看清以致无法评判; 所写内容全部抄自原文或与题目要求完全不相关。

注意:

1. 评分时请从整体评价给分, 从内容、语言、结构三个方面平衡考虑, 切勿因某一错误的细节下重手打低分。

2. 续写第一段的主要写上台用左手进行吉他演奏，可以描写刚上台时观众们的好奇的眼神，他们的窃窃私语，表演时，观众的安静，惊讶和欣赏的眼神，表演后雷鸣般的掌声。

3. 续写第二段主要写表演后，自己作为一个lefty心态的变化，从原文中感到尴尬和格格不入转变为自信和接受，实现对原文的呼应。升华文章主题：being left-handed is not a weakness, but a gift. /To embrace the difference等等。

4. 扣分雷区：第一段大量描写表演前的训练，表演的过程一笔带过，直接从第三档（11-15）往下打分。第一段写到表演失败，或者努力使用右手表演，直接降到第二档（6-10）。第二段努力学习使用右手，也直接降到第二档（6-10）。

听力录音稿

这是高三英语模拟试题 听力部分。该部分分为第一、第二两节。

注意：回答听力部分时，请先将答案标在试卷上。听力部分结束前，你将有两分钟的时间将你的答案转涂到客观题答题卡上。

请看听力部分第一节。

第一节

听下面 5 段录音。每段录音后有一个小题，从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段录音后，你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段录音播放两遍。现在，你有 5 秒钟的时间阅读第 1 小题的有关内容。

听下面的录音，回答第 1 小题。

(Text 1)

W: You look smart! Where are you going?

M: Today is my grandparents' golden wedding anniversary. All the family will be there, even my cousins who live in Australia.

听下面的录音，回答第 2 小题。

(Text 2)

W: Kingscliffe Library. Can I help you?

M: Yes. My library book is due back, but I had a bit of an emergency, and I can't come to return it. Can I renew it?

W: That's no problem.

听下面的录音，回答第 3 小题。

(Text 3)

W: Don't tell me you were at the office very late last night!

M: Yeah, I had to finish that report.

W: Be careful, or you're gonna burn yourself out.

听下面的录音，回答第 4 小题。

(Text 4)

W: Good morning. What can I get you today?

M: Eggs always sound good. But what do you suggest?

W: If you're really hungry, the pancakes or pies are wonderful.

M: Hmm. I'll have a pancake, please. And a cup of milk.

听下面的录音，回答第 5 小题。

(Text 5)

M: Will that be another unnecessary purchase?

W: No! It's something I really need.

M: Why do you need another coat? You already have many coats at home.

第一节到此结束。

第二节

听下面 5 段录音。每段录音后有几个小题，从题中所给的 A、B、C 三个选项中选出最佳选项。听每段录音前，你将有时间阅读各个小题，每小题 5 秒钟；听完后，每小题都有 5 秒钟的作答时间。每段录音播放两遍。

听下面的录音，回答第 6 和第 7 小题。现在，你有 10 秒钟的时间阅读这两个小题。

(Text 6)

W: Hi. This is Janet Sayers with Acme Supplies. We received your order yesterday. We have everything you requested except the printer. It's currently unavailable.

M: I'm sorry to hear that. Our current machine keeps breaking down. How soon do you think you'll have it?

W: Within a week. I can ship the rest of your order, and when the printer gets here, I'll send it by express delivery for no extra charge.

M: That's OK. Could you also call and let me know when it arrives on your end?

听下面的录音，回答第 8 和第 9 小题。现在，你有 10 秒钟的时间阅读这两个小题。

(Text 7)

M: Thanks for coming to this exit interview, Echke. So let's start with the most important question. Why did you decide to leave?

W: Well, I got a better job at another company.

M: What makes that job more attractive?

W: Well, to be honest, I'll be doing the same work for more pay. Our pay here is below market rate, you know.

M: Yes. We've heard this comment from other departing employees. I'll be sure to pass it on to management again, though. Now, please tell me your impression of your manager.

听下面的录音，回答第 10 至第 12 小题。现在，你有 15 秒钟的时间阅读这三个小题。

(Text 8)

W: Do you know that Walt Disney won the most Oscar awards in history?

M: Yes, I do. I read the other day that he actually received a total of 26 Oscars. His first award was for the creation of *Mickey Mouse*. I think it was in 1932 or in 1933. And the last one was for *Winnie the Pooh and the Blustery Day* in 1969.

W: Wait a second, Tony, didn't Walt Disney die in 1966?

M: I'm not sure of the exact year he died, but I do know he won his last award after his death.

W: That's amazing. Well, I'm not really a fan of *Mickey Mouse*, but I watched *Winnie the Pooh and the Blustery Day* online with my kids last year, and I must say I really enjoyed it.

M: I agree. Of all Walt Disney films, *Winnie the Pooh* is my favorite.

听下面的录音，回答第 13 至第 16 小题。现在，你有 20 秒钟的时间阅读这四个小题。

(Text 9)

W: Hello, Mr. Thompson. I'm Alexandra Jones. I want to ask you some questions about the project that you offer.

M: Yes, of course, please fire away.

W: Has the project been effective in improving the environment?

M: Yes, absolutely. We have seen great results. Last year, we planted a small field of trees, and we have been measuring their oxygen output to see the benefits that they have provided to the environment. Our current goal is to plant a lot more tree species so that we can compare the benefits of each species. In order to do this, we need to get a lot more students involved in the project.

W: Well, the project sounds fascinating. I would definitely like to be involved.

M: Absolutely. Over the years, we have received funding from private investors and from selling shares, but the biggest improvement in our research came from a government fund that we received in the first year. This has greatly improved the organization, and we have since won prizes for our research.

W: Wow, how impressive!

听下面的录音，回答第 17 至第 20 小题。现在，你有 20 秒钟的时间阅读这四个小题。

(Text 10)

M: Hi, everyone. I'm a weather forecaster, which means I study what happens in the atmosphere and the weather conditions that occur on Earth. People are always surprised to learn that forecasters aren't just involved in weather reporting on TV, but they could also work at a radio station, too.

I often get asked how I got interested in weather. Believe it or not, as a teenager, I became nervous of thunderstorms, and I'd often check the forecasts to see if any were coming. From there, my interest developed.

If you are thinking of going into weather forecasting, there are some important skills you'll need. You have to be good at science, of course. The essential thing is having the ability to make sense of patterns. You won't go too far wrong with that. Another useful skill is being able to translate a forecast into something people at home can understand. Most weather experts study physics and math before going on to do a more specialized course in forecasting. My own way in was somewhat different, as I did a business degree before getting into television as a researcher. I moved around quite a lot at the TV station and eventually ended up in the weather department, where I did my training.

第二节到此结束。现在，你有两分钟的时间将试卷上的答案转涂到客观题答题卡上。

停顿 02'00"

听力部分到此结束。

命题学校：丽水中学

浦江中学

审题学校：余杭高级中学

终审：东阳中学