

2024 届高三第一次学业质量评价(T8 联考) 英语试题

命题学校:华中师范大学第一附属中学

命题人:黄蕾 汪礼波 李琛 黄瑾 陈晨 周晓维

审题人:贺莉 黄蕾

考试时间:2023 年 12 月 26 日上午 8:00—10:00 试卷满分:150 分 考试用时:120 分钟

注意事项:

1. 答卷前,考生务必将自己的姓名、准考证号填写在答题卡上。
2. 回答选择题时,选出每小题答案后,用 2B 铅笔把答题卡上对应题目的答案标号涂黑。如需改动,用橡皮擦干净后,再选涂其他答案标号。回答非选择题时,将答案写在答题卡上。写在本试卷上无效。
3. 考试结束后,将本试卷和答题卡一并交回。

第一部分 听力(共两节,满分 30 分)

做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案转涂到答题卡上。

第一节 (共 5 小题;每小题 1.5 分,满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项,并标在试卷的相应位置。听完每段对话后,你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

例:How much is the shirt?

A. £19.15.

B. £9.18.

C. £9.15.

答案是 C。

1. How much did Tony pay for the book?

A. \$6.

B. \$12.

C. \$18.

2. What are the speakers mainly talking about?

A. Some students.

B. A teacher.

C. Teaching methods.

3. What kind of weather is normal in March?

A. The hot weather.

B. The dry weather.

C. The cool weather.

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4. Where are the speakers?

A. In a library.

B. In a bookstore.

C. In the classroom.

5. Why does Michael take exercise?

A. To get stronger.

B. To lose weight.

C. To relax himself.

第二节 (共 15 小题;每小题 1.5 分,满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题,从题中所给的 A、B、C 三个选项选出最佳选项,并标在试卷的相应位置。听每段对话或独白前,你将有时间阅读各个小题,每小题 5 秒钟;听完后,各小题将给出 5 秒钟的作答时间。每段对话或独白读两遍。

听第 6 段材料,回答第 6、7 题。

6. Why is the man upset?

A. He has to fix his car.

B. He is short of money.

C. He has been too busy with work.

7. When will the speakers meet?

A. At 4:00 p. m.

B. At 12:30 p. m.

C. At 12:00.

听第 7 段材料,回答第 8 至 10 题。

8. What did the man do just now?

A. He had a history lesson.

B. He played a game.

C. He visited his cousins.

9. What makes the man surprised?

A. His cousins all have their own iPad.

B. His cousins use video games to learn.

C. His cousins know little about history.

10. What is the woman worried about the kids at school?

A. They ignore their textbooks.

B. They play games in the classroom.

C. They give priority to fun over learning.

听第 8 段材料,回答第 11 至 13 题。

11. What are the speakers mainly talking about?

A. Having guests this weekend.

B. Going out for sightseeing.

C. Moving into a new house.

12. What is the relationship between the speakers?

A. Neighbors.

B. Husband and wife.

C. Close friends.

13. What will the man do tomorrow?

A. Write an email.

B. Have a barbecue.

C. Do some shopping.

听第 9 段材料,回答第 14 至 16 题。

14. What does the man think of the apartment?

A. It's bright, modern and very large.

B. It's in a crowded and noisy place.

C. It's a little far away from his school.

15. How will the man go to school every day?

A. By bike.

B. By bus.

C. On foot.

16. How much does the man pay if he pays at the beginning of each month?

A. \$ 675.

B. \$ 750.

C. \$ 825.

听第 10 段材料,回答第 17 至 20 题。

17. What will Robert do in the club?

A. Train the soccer players.

B. Hold all the meetings.

C. Collect fees from members.

18. Why does the club need the fees badly?

A. To attract more students.

B. To open another club.

C. To buy new equipment.

19. How long has Jason worked as the head coach?

A. For two years.

B. For five years.

C. For ten years.

20. What is the talk mainly about?

A. Ways to join the soccer club.

B. Classes opened for this season.

C. Details of three club leading members.

第二部分 阅读(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)

阅读下列短文,从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

Costa Rica is full of unique animals found nowhere else on Earth. And you could help nurse some of these injured forest animals back to health while you live and volunteer in Costa Rica for up to 10 weeks!

On this all-inclusive volunteer trip, not only do you get to live and volunteer with a trusted wildlife rehabilitation(康复) organisation in Costa Rica. When you go with Global, you get:

Pre-Departure Guide—Our in-depth pre-departure guide will have all the information you need about your trip & destination, at your fingertips.

Dedicated Trip Coordinator—Hand-picked from an experienced team who've been there, done that and ready to guide you through your entire journey.

Accommodation & Meals—Relax in your shared dorm accommodation on-site, with free Wi-Fi and a community atmosphere, and enjoy nutritious Costa Rican cuisine.

Certificate of Completion—In recognition of your hard work and dedication throughout the experience, and it goes very well with your future résumé.

Can you picture it? You spend your days doing various tasks around the sanctuary(禁猎区). Anything from repairing enclosures, feeding the animals, maintaining gardens, or taking photos of the animals.

For most people, getting to see one of these animals is a bucket-list experience. Especially if they get to interact and help with the rehabilitation of these injured forest animals. Seeing a sloth pick its way through the canopy is one thing. But interacting with a sloth every day, and watching it make progress as it heals from its injuries, is a once-in-a-lifetime experience.

21. What is a unique experience for volunteers in Costa Rica?

- A. Doing wildlife research. B. Admiring forest scenery.
C. Attending to injured animals. D. Taking photos for social media.

22. What is guaranteed for volunteers in Costa Rica?

- A. Training before departure. B. Certificate of participation.
C. Single-room accommodation. D. Hand-picked travel companions.

23. What is the main purpose of the text?

- A. To persuade. B. To entertain. C. To analyze. D. To report.

B

Michael and his wife, new residents in a San Francisco apartment, learned about their neighbor Jeff Dunan's volunteer work for Bangladesh Relief, an organization that provides food, clothing and essential supplies for disadvantaged people in northern Bangladesh. Inspired, Michael donated \$150 to Dunan's GoFundMe campaign. However, a credit card notification alerted him to an unintended \$15,041 charge.

When he saw the five-figure number, he was confused. Soon, it all made sense. Michael's credit card number started with four and one. Clearly, he accidentally began typing his credit card information while his cursor(光标) was still in the donation box.

Michael planned to call Dunan to explain, but before he had the chance to do that, he started receiving Facebook messages from Shohag Chandra, the charity's Bangladesh-based program manager, thanking him for his generous donation. After he looked through the photos of people holding thank-you signs that read his name, Michael's heart sank. He felt terrible that he had to withdraw his handsome donation. Once his original contribution was refunded, he decided to donate \$1,500.

Although Michael had told his family and friends about the tale, he decided to share it publicly on social media, after Dunan told him the organization was desperately in need of funds. "The least I could do was take the time to post this story online and see if I could inspire other people to donate to the cause," Michael said.

Little did he know, though, that the story would be seen far and wide, ending up raising more than \$120,000 for Bangladesh Relief in the span of only a few weeks—about eight times Michael's mistaken donation. According to Dunan, more than 3,700 people have contributed because of Michael's post. Michael has been stunned(震惊) by the ongoing outpouring of support. "Never in my wildest dreams did I imagine this reaction," he said. "People can be amazing when they come together for something like this."

24. How did Michael make the large donation?

- A. He input an incorrect amount.
- B. He encountered a system error.
- C. He was greatly inspired by Dunan.
- D. He entered wrong credit card details.

25. Why did Michael's heart sink according to Paragraph 3?

- A. He saw people in despair.
- B. He failed to offer enough money.
- C. He didn't receive the full refund.
- D. He realized the scale of his mistake.

26. What motivated Michael to share the story on social media?

- A. Dunan's request for publicity.
- B. A desire for personal recognition.
- C. The organization's urgent need for funds.
- D. Pressure from his family and friends.

27. What message does the story convey?

- A. Actions speak louder than words.
- B. Many hands make light work.
- C. Always prepare for a rainy day.
- D. A good beginning is half of victory.

Carl Wieman, a Nobel Prize-winning physicist at Stanford University, excelled in the lab, where he created the Bose-Einstein condensate(玻色-爱因斯坦凝聚态). However, his mastery in the lab did not extend to the classroom. For years, he wrestled with what seemed to be a straightforward task: making undergraduates comprehend physics as he did.

Laying it out for them—explaining, even demonstrating the core concepts of the discipline—was not working. Despite his clear explanations, his students' capacity to solve the problems he posed to them remained inadequate.

It was in an unexpected place that he found the key to the problem: not in his classrooms but among the graduate students(研究生) who came to work in his lab. When his PH. D. candidates entered the lab, Wieman noticed, their habits of thought were no less narrow and rigid than the undergraduates. Within a year or two, however, these same graduate students transformed into the flexible thinkers he was trying so earnestly, and unsuccessfully, to cultivate. "Some kind of intellectual process must have been missing from the traditional education," Wieman recounts.

A major factor in the graduate students' transformation, Wieman concluded, was their experience of intense social engagement around a body of knowledge—the hours they spent advising, debating with, and recounting anecdotes to one another. In 2019, a study published in the *Proceedings of the National Academy of Sciences* backed this idea. Tracking the intellectual advancement of several hundred graduate students in the sciences over the course of four years, its authors found that the development of crucial skills such as generating hypotheses(假设), designing experiments, and analyzing data was closely related to the students' engagement with their peers in the lab, rather than the guidance they received from their faculty mentors(导师).

Wieman is one of a growing number of Stanford professors who are bringing this "active learning" approach to their courses. His aspiration is to move science education away from the lecture format, toward a model that is more active and more engaged.

28. What problem did Carl Wieman have with his undergraduates?

- A. Making them excel in the lab.
- B. Demonstrating lab experiments.
- C. Facilitating their all-round development.
- D. Enhancing their physics problem-solving.

29. Which of the following best describes the graduate students who first joined Wieman's lab?

- A. Limited in thinking.
- B. Resistant to new ideas.
- C. Flexible and earnest.
- D. Experienced and cooperative.

30. What is crucial for developing students' intelligent thought according to the 2019 study?

- A. Intense lab work.
- B. Peer pressure and evaluation.
- C. Academic interaction with fellows.
- D. Engagement with external society.

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31. Which of the following can be a suitable title for the text?

- A. Transforming Graduates' Habits B. Carl Wieman's Nobel Prize Journey
C. The Nobel-Prize Winner's Struggles D. Carl Wieman's Education Innovation

D

Since the 1950s, some 9.2 billion tonnes of plastic have been produced globally, of which only about 10% has ever been recycled. Yet environmentally conscious companies and consumers continue to look to recycling as a way to ease the plastic problem. Manufacturing giants claim to be committed to making more of their products and packaging from recycled materials. However, this confidence masks(掩饰) a complex web of issues around plastic recycling. Recycling rates remain extremely low and critics argue that we should look at alternative ways to tackle plastic pollution.

While many plastics have the potential to be recycled, most are not because the process is costly, complicated and the resulting product of a lower quality than the original. Despite rising demand for recycled plastic, few waste companies turn a profit. Part of this is because virgin plastic—linked to oil prices—is often cheaper than recycled plastic, meaning there is little economic incentive to use it. Worse yet, much of our plastic waste is difficult to recycle. Lightweight food packaging, like a mozzarella packet, contains different plastics, dyes and toxic additives(添加剂). This dirty mix means plastic recycled through mechanical methods—the most common form—can only be melted down and moulded again a couple of times before it becomes too fragile to be reused. And the nature of the process means plastic recycling has a carbon footprint of its own.

Given all of these difficulties, environmental critics say recycling is not the solution—and argue that creating more products from recycled material to attract environmental consciousness merely worsens the problem. “The solution is to use less plastic and to stop misleading the public about the recyclability,” says Enck, president of Beyond Plastics, a US campaign group with a mission to end single-use plastic. “They should stop making false claims about the recyclability of plastics since they know most will either be littered or burned or landfilled(填埋). Using less plastics means shifting to reusable products and relying more on paper, cardboard, glass and metal—all of which should be made from recycled content.”

32. What is an environmentally conscious customer's attitude towards recycling plastics?

- A. Suspicious. B. Favorable. C. Indifferent. D. Disapproving.

33. What does the underlined word “incentive” in Paragraph 2 probably mean?

- A. Motive. B. Issue. C. Crisis. D. Policy.

34. What is Paragraph 2 mainly about?

- A. The recycling process of plastics.
B. Pollutants contained in recycled plastics.
C. Reasons why users dislike recycled plastics.
D. Contributing factors to low plastic recycling rates.

35. What will the environmental critics be happy to see according to the text?

- A. Using metal or glass food containers.
B. Littering recycled plastics in a landfill.
C. Processing plastics in a mechanical way.
D. Launching campaigns to promote recyclability.

第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)

阅读下面短文, 从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Have you ever caught a smell of something and been strongly reminded of a person or place? There seems to be a deep psychological link between smells and our memory. Some research even suggests that smells can influence our cognition(认知, 感知).

36 Roja Dove, a perfumer, informed the BBC that when we are born, the olfactory bulb(嗅球), which is the area in our brain that processes smell, is empty, without pre-existing information or association. 37 When we smell an odour again, the original and unique memory comes flooding back because of the association acquired in our previous experience.

Our awareness of smells is primarily unconscious. 38 But, low-level smells are still picked up because the scent receptors(感受器) in our brain are so powerful that we unconsciously register them. In fact, various studies have found the olfactory bulb sends more neurons(神经元) to more areas of our brain than our hearing or vision.

Research suggests that the power of smell can also affect how the brain performs. 39 Mark Moss at Northumbria University's Psychology Department discovered that certain essential oils, such as peppermint, positively impact cognition; and rosemary's scent can enhance memory. He also studied lavender, which he says “tends to impair memory and slow reaction time”. But research by others has shown it to be useful in reducing pre-treatment

anxiety in dental and medical situations.

40 The next time a familiar smell brings back a special memory, just remember that your nose is working wonders.

- A. Why do smells take us back?
- B. So, don't take your nose for granted.
- C. How is the sense of smell connected to your brain?
- D. Scents can revive memories that have been long forgotten.
- E. We are not actively aware of them unless they are extremely strong.
- F. This is especially true when it comes to the fragrance of essential oils.
- G. Therefore, our responses to smells are learnt and highly individualized.

第三部分 语言运用(共两节,满分 30 分)

第一节 (共 15 小题;每小题 1 分,满分 15 分)

阅读下面短文,从每题所给的 A、B、C、D 四个选项中选出可以填入空白处的最佳选项。

Jen is a 39-year-old community dancer with Down's Syndrome(唐氏综合征). She is the founder of DanceSyndrome, a non-profit organization that brings together 41 dancers and make them feel equal to everyone.

Dancing has always been in her veins. As a young girl, Jen seized every opportunity to dance with full 42, both in the morning and during her 10 minutes of 43 before bedtime. The dynamic workout would keep her 44 all day long.

Life hasn't been straightforward for Jen. She was 45 by a number of dance clubs in primary school and encountered numerous 46 while pursuing her passion for dance. Despite these challenges, her ambition to share her love for dance and 47 disabled individuals in the art grew stronger.

After leaving school at 18, Jen spent over 10 years searching 48 for opportunities to be trained as a dance leader. Eventually, she had to give up and decided to try her own way, not knowing where it might lead!

Despite the 49, DanceSyndrome was established in 2009. Jen and her fellow disabled dance leaders took 50 of the charitable organization, working alongside non-disabled dance artists who helped them work more professionally.

Over the decade, DanceSyndrome has 51 thousands of disabled dancers, cultivating an environment where every person is recognized as equal, 52 and accepted for who they are. The year 2019 witnessed Jen 53 for the third time as a member of

Shaw Trust's Disability Power 100. She is a living proof that 54 can come from unexpected places and that disabled individuals can 55 society in extraordinary ways.

- | | | | |
|----------------------|----------------|-----------------|----------------|
| 41. A. confusing | B. disabled | C. talented | D. clumsy |
| 42. A. energy | B. fear | C. speed | D. courage |
| 43. A. concentration | B. imagination | C. relaxation | D. celebration |
| 44. A. exhausted | B. astonished | C. motivated | D. refreshed |
| 45. A. held back | B. left alone | C. looked after | D. turned down |
| 46. A. consequences | B. barriers | C. friends | D. experiences |
| 47. A. discover | B. employ | C. engage | D. entertain |
| 48. A. in particular | B. in return | C. in vain | D. in advance |
| 49. A. frustration | B. progress | C. curiosity | D. uncertainty |
| 50. A. possession | B. charge | C. advantage | D. control |
| 51. A. supported | B. praised | C. paid | D. added |
| 52. A. valued | B. envied | C. united | D. rewarded |
| 53. A. regarded | B. listed | C. interviewed | D. expected |
| 54. A. inspiration | B. friendship | C. teamwork | D. leadership |
| 55. A. contribute to | B. adapt to | C. belong to | D. live up to |

第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分)

阅读下面短文, 在空白处填入 1 个适当的单词或括号内单词的正确形式。

The Sanya Nanfan(南繁) Seed Breeding(繁殖) Base, located in south China's Hainan Province, plays a vital role as a seed centre in China. 56 (unique) blessed with nature's gifts and a wealth of the country's resources, it serves as the dedicated ground 57 skilled agricultural experts contribute to feeding our nation and addressing global hunger.

Dr. Xiao Feng stands at the forefront of agricultural innovation in Nanfan. Jokingly 58 (refer) to himself as a "mudskipper", he is often spotted with rolled-up trouser legs knee-deep in the 59 (mud) fields. Dr. Xiao, along with other Nanfan researchers, 60 (commit) wholeheartedly to improving grain production, ensuring that people's dinner tables are filled.

"Life can be compared to a seed," remarks Dr. Xiao. "Occasionally, it may either not grow as expected 61 remain inactive. Nevertheless, hope and opportunity persist. The seed of life will always manage 62 (emerge) through the ground."

The term "Nanfan" itself implies to the practice of transplanting summertime crops

saying was “waste not, want not”. My brother Josh and I weren’t sure what that meant until the “Affair of the Scarecrow(稻草人)”, which, as it later became known, left a lasting impression on us.

The story began with a pretty hat that Mom received as a gift to protect her from the sun. However, Josh and I could see that Mom’s frugal nature and fashion sense were in battle. Mom really didn’t want to get rid of the hat—it was new and had a lot of use left in it—but neither could she stand wearing it. She tried to take off the fancy decorations, but they were stuck on tight. She’d have to find some other solution.

Josh and I watched as Mom headed upstairs to the attic with the hat. “Waste not, want not,” she called back down. We heard boxes being moved around. Moments later, Mom leaned out, holding a flour bag full of straw, and with a mysterious smile, she placed the hat on it.

“What is that for?” I asked, confused. “A scarecrow!” Mom exclaimed. “But not a good one yet. It needs a strong body to stand firm in the field,” she said with a frown. “And it doesn’t look scary enough,” Josh remarked. I had to admit that Josh, though younger than I was, could sometimes be more imaginative. Josh and I turned to each other, searching for a good idea. Soon enough, Josh’s eyes lit up with inspiration.

注意：

1. 续写词数应为 150 左右；
2. 请按如下格式在答题卡的相应位置作答。

Paragraph 1: “Come with me!” Josh called out. _____

Paragraph 2: In the days that followed, the scarecrow stood tall. _____

2024 届高三第一次学业质量评价(T8 联考)

英语试题参考答案

第一部分 听力

- 1—5 BBCAB 6—10 ABCBC
11—15 ABCCB 16—20 ABCAC

第二部分 阅读

第一节

- 21—23 CBA 24—27 ADCB
28—31 DACD 32—35 BADA

【A 篇大意】本文是一篇应用文。主题语境为人与自然。文章介绍了一个旨在救助哥斯达黎加受伤的野生动物的志愿者项目。

21. C 【解析】细节理解题。根据文章第一段中的“you could help nurse some of these injured forest animals back to health”以及最后一段中的“watching it make progress as it heals from its injuries, is a once-in-a-lifetime experience”可知,照顾受伤的动物是这个志愿者项目中独特的经历。

22. B 【解析】细节理解题。根据文章第四个小标题 **Certificate of Completion** 可知,在志愿活动结束后会颁发证书以认证志愿者的努力和付出。A 选项中的 training 在文中未能体现,第一个小标题使用的是 guide 这一词;C 选项中 single-room 和第三个小标题后面提到的 shared room 相悖;D 选项中的 companion 和第二个小标题中的 coordinator(协调员)不一致。

23. A 【解析】写作意图题。倒数第二段以设问句开头,展示志愿者项目中的丰富的活动以吸引读者加入;最后一段通过阐述该志愿者项目的独特性再次引起读者的兴趣。因此,本文的主要目的是说服读者加入该志愿者项目。

【B 篇大意】本文是一篇记叙文。主题语境为人与社会。文章主要叙述了主人公 Michael 输错捐款金额后将故事分享到网上,结果吸引了更多人关注孟加拉国的灾情,募集到了更多的资金。

24. A 【解析】细节理解题。根据第二段可知,Michael 的信用卡号开头数字是 4 和 1。他显然

始输入自己的信用卡号了,所以最后的金额由原来计划的 150 美元变成了 15041 美元。

25. D 【解析】推理判断题。根据第三段可知,在 Michael 准备给 Dunan 打电话解释之前,该慈善团体的项目经理 Chandra 在 Facebook 感谢了他。他还看到许多照片,照片里人们举着感谢 Michael 的标牌。因此,此时他认识到自己的大笔捐款产生了很大的影响,所以开始后悔自己申请退款的举动。

26. C 【解析】细节理解题。根据第四段可知,Michael 是在 Dunan 告诉了他这个团体急需资金之后决定在网上分享这件事的。

27. B 【解析】主旨大意题。本文主要叙述了 Michael 为什么一开始决定捐款、捐款金额有误的原因以及后续如何吸引了更多人捐款的故事。故事始于 Michael 一个人的善意,结尾时 3700 多人都加入了捐款活动,短时间内就筹集到了大笔资金。因此,B 项“众人拾柴火焰高”正确。

【C 篇大意】本文是一篇说明文。主题语境为人与社会。文章主要介绍了诺贝尔物理学奖获得者 Carl Wieman 试图帮助本科学生提高解决问题的能力而进行的教学创新。这位斯坦福大学的教授通过观察他的研究生,发现促进他们思维能力提升的主要因素是围绕知识体系进行的密集的学术交流。于是,越来越多的教授在课程教学中采用这种方法,将科学教育从传统的讲座形式转向一种更积极、更投入的模式。

28. D 【解析】细节理解题。根据第一段中的最后一句“Despite its clear explanations, his students' capacity to solve the problems he posed to them remained inadequate.”可知,他的学生(本科生)仍然无法提高解决他提出的问题的能力。

29. A 【解析】细节理解题。根据第二段中的“... their habits of thought were no less narrow and rigid than the undergraduates.”可知,他们

关注北京亮榜在线教育在捐款金额那考栏的时候就知道(研究生)的思维习惯和本科生的思维习惯截然不同。信息。

30. C 【解析】细节理解题。根据第三段中的“the development of crucial skills such as ... was closely related to the students' engagement with their peers in the lab”可知,2019年的研究发现学生关键思维能力的发展和在实验室里与同龄人的学术交流密切相关。

31. D 【解析】标题归纳题。文章第一段是讲 Carl Wieman 在教学中发现学生的思维能力和解决问题的能力较差;第二、三段关于他如何找到的解决方案——在实验室的研究生身上发现思维能力的提升关键是和同伴进行的学术交流。第四段是结果——越来越多的教授们在课程教学中采用积极学习的模式。因此, D 项“Carl Wieman 的教育创新”可作为本文的最佳标题。

【D 篇大意】本文是一篇说明文。主题语境为人与自然。公众期望用回收方式来解决塑料污染问题,但实际回收率很低。导致回收率低有很多因素——回收过程代价大、回收公司不能盈利、回收过程复杂且回收本身也有碳排放等。因此,批评人士认为,靠回收不能解决问题,而应该少用塑料制品或用可循环使用的物品替代。

32. B 【解析】细节理解题。根据第一段中的“Yet environmentally conscious companies and consumers continue to look to recycling as a way to ease the plastic problem.”可知,他们对待塑料回收的态度是支持的(favorable)。

33. A 【解析】词义猜测题。根据第二段中的“Despite rising demand for recycled plastic, few waste companies turn a profit. Part of this is because virgin plastic—linked to oil prices—is often cheaper than recycled plastic, meaning there is little economic incentive to use it.”可知,几乎没有回收公司能从中盈利,部分原因是原生塑料(其价格与石油挂钩)经常比再生塑料还便宜,这就意味着没有经济方面的动力(motive)去回收塑料。

34. D 【解析】段落大意题。根据第一段中的“However, this confidence masks a complex web of issues around plastic recycling.”可知,人们试图依赖回收解决塑料污染问题,这掩盖了

段就谈到导致回收率低的诸多因素——回收过程代价大、回收公司不能盈利、回收过程复杂且回收本身也有碳排放等。因此, D 项“导致回收率低的各种因素”正确。

35. A 【解析】推理判断题。根据第三段中的“The solution is to use less plastic and to stop misleading the public about the recyclability ...”和“Using less plastics means shifting to reusable products and relying more on paper ...”可知,解决塑料污染的办法是少用塑料制品或用可循环使用的纸、玻璃、金属等来替代。

第二节

36—40 AGEFB

【文章大意】本文是一篇说明文。主题语境为人与自我。文章主要介绍了嗅觉如何影响我们的认知。

36. A 【解析】第一段说嗅觉和记忆似乎有心理关联,且研究发现气味会影响我们的认知。下文引用调香师 Roja Dove 的话说明嗅觉和记忆之间的关系。因此, A 项“为什么气味会唤起记忆?”承上启下,符合语境。C 项中 your brain 中的 your 与段落的叙述角度不符。

37. G 【解析】空前一句说当我们出生时,大脑中处理气味的嗅球是空的,没有预先存在的信息或联系。因此, G 项“因此我们对气味的反应是后天习得的,而且是高度个性化的”符合语境。

38. E 【解析】空前一句说我们对气味的感知基本上是无意识的。空后说比较淡的气味仍然会被捕捉到,因为我们大脑中的气味感受器非常强大,我们会无意识地将它们记录下来。因此, E 项“除非气味异常浓烈,否则我们不会主动意识到它”承上启下,符合语境。

39. F 【解析】空前一句说研究表明,嗅觉的力量也会影响大脑的运行方式。空后举了几个例子说明植物精油(薄荷、迷迭香和薰衣草)会影响认知、记忆和情绪。因此,该空属于过渡句, F 项“当涉及精油的香味时尤其如此”承上启下,符合语境。

40. B 【解析】最后一段总结全文。既然嗅觉如此重要,我们不要认为鼻子是理所当然的。因此, B 项“因此,不要认为你的鼻子是理所当然的”符合语境。

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第三部分 语言运用

第一节

41—45 BACDD 46—50 BCCDB

51—55 AABDA

【文章大意】本文是一篇记叙文。主题语境为人与自我。Jen 身患唐氏综合征,从小就很喜欢跳舞,但追梦之路频繁受挫。在多次被拒之后,她并没有放弃梦想,而是和一群同样有着舞蹈梦想的身患残疾的同伴一起创立了 DanceSyndrome。该组织为其他身患残疾的舞者提供帮助,开辟出一条残疾人的舞蹈之路。

41. B **【解析】**考查形容词。根据第三段中的“disabled individuals”及第五段中的“Jen and her fellow disabled dance leaders”可知, DanceSyndrome 是一个致力于帮助残疾人舞者的公益组织。

42. A **【解析】**考查名词。此处考查上下文照应。根据后文“the dynamic workout”可知,这里应该是充满活力(energy)的。

43. C **【解析】**考查名词。根据空后的“before bedtime”可知,睡前应该是放松(relaxation)时间。

44. D **【解析】**考查形容词。根据前文内容可知, Jen 早晚都会活力满满地跳舞,锻炼给人带来的效果应该是正向的。因此,这项充满活力的锻炼能让她一整天都神清气爽(refreshed)。

45. D **【解析】**考查动词短语。根据上下文可知, Jen 的舞蹈之路上遇到了很多阻碍,被舞蹈社团拒绝(turn down)是阻碍之一。

46. B **【解析】**考查名词。根据上一题分析可知,此处应该是表示“遇到了很多阻碍(barrier)”。

47. C **【解析】**考查动词。根据空前的内容可知,此处应该是表示“使患有残疾的人加入这项艺术(舞蹈)”。engage sb. in ...使某人加入……,符合语境。

48. C **【解析】**考查介词短语。离开学校之后, Jen 一直在寻找实现梦想成为领舞的机会,但是都没有成功(in vain),最后不得不放弃另谋出路。

49. D **【解析】**考查名词。根据前文内容可知, Jen 在另谋出路时不知道未来会发生什么。此处顺

(uncertainty), DanceSyndrome 于 2009 年成立了”。

50. B **【解析】**考查名词。根据后文内容可知, Jen 和残疾人舞者们的和身体健全的舞者们的合作,后者帮助残疾人舞者更加专业地工作,故 Jen 和残疾人舞者们应该是主管/负责(take charge of)DanceSyndrome。

51. A **【解析】**考查动词。根据下文内容可知, DanceSyndrome 创造了一个每个人都被平等看待、被重视的环境,在这里大家会接受每一个人本来的样子。由此, DanceSyndrome 是支持(support)并为残疾人舞者提供了帮助。

52. A **【解析】**考查动词。根据上下文内容可知,本句应该表示“舞者们被认可、被重视(value)、最后被他人接受”。

53. B **【解析】**考查动词。根据语境可知,本句应该表示“Jen 第三次被列入(list)了 Shaw Trust Disability 100 名单”。

54. D **【解析】**考查名词。根据上文内容可知, Jen 是 DanceSyndrome 的创始人,是该机构的主要负责人之一,带领成员们为更多残疾人舞者提供了帮助和支持,这些都体现了 Jen 的领导力。因此,本句应该表示“她向我们证明了领导力(leadership)也可以来自人们意想不到的地方”。

55. A **【解析】**考查动词短语。根据本段内容可知, Jen 成立的机构为许多残疾人舞者提供了帮助。因此,是对社会做出了贡献。contribute to ...对……做出贡献,符合语境。

第二节

【文章大意】本文是一篇说明文。主题语境为人与自然。文章主要介绍了南繁种子繁殖中心的情况及其主要贡献。

56. Uniquely **【解析】**考查副词。句意:拥有得天独厚的自然恩赐和丰富的国家资源,在这片土地上,农业专家就如何处理全球饥饿问题贡献力量。空处修饰 blessed,应用副词形式。故填 Uniquely。

57. where **【解析】**考查定语从句。句意:拥有得天独厚的自然恩赐和丰富的国家资源,在这片土

力量。先行词为 ground, 引导词在定语从句中充当地点状语。故填 where。

58. referring 【解析】考查非谓语动词。句意: 戏称自己为“弹涂鱼”, 他经常被看到卷着裤腿站在泥泞的田地里。v.-ing 表主动。refer 和主句主语 he 之间是主动关系。故填 referring。

59. muddy 【解析】考查形容词。句意: 戏称自己为“弹涂鱼”, 他经常被人看到卷着裤腿站在泥泞的田地里。空处修饰名词 field, 应用形容词形式。故填 muddy。

60. is committed/commits 【解析】考查动词的时态。句意: 肖博士和其他南繁的研究者们一起全身心致力于提升粮食产量, 确保人们粮食充足。从第二段开始介绍 Dr. Xiao 都使用一般现在时。故填 is committed/commits。

61. or 【解析】考查连词。句意: 生活就像种子一样, 或者有时不像预期的那样生长, 或者有时不活跃。either ... or ... 或者……或者……。故填 or。

62. to emerge 【解析】考查不定式。句意: 生命的种子总能从地里冒出来。magnate to do sth. 完成某事(困难的事)。故填 to emerge。

63. extension 【解析】考查名词。句意: 这样可以延长生长季节。冠词后面应用名词形式。故填 extension。

64. by 【解析】考查介词。句意: 使繁殖周期缩短一半或更多……by 表示程度或者数量。故填 by。

65. planted 【解析】考查非谓语动词。句意: 当希望被种植在肥沃的土壤里时, 融入新的生命, 结出变化之果。v.-ed 作状语。plant 和主句主语 hope 之间是被动关系。故填 planted。

第四部分 写作

第一节

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 词或多于 100 词的, 从总分中减去 2 分。

4. 评分时, 应注意的主要内容为: 时态、人称、内容要点、应用词汇和语法结构的丰富性和准确性、上下文的连贯性、语言的得体性及应用文体裁格式。

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

第五档(13—15 分)

1. 完全完成了试题规定的任务。
2. 覆盖所有内容要点。
3. 应用了较多的语法结构和词汇。
4. 语法或词汇方面有些许错误, 但为尽力使用较复杂结构或词汇所致。
5. 有效地使用了语句间的连接成分, 使全文结构紧凑。
6. 完全达到了预期的写作目的。

第四档(10—12 分)

1. 完成了试题规定的任务。
2. 虽漏掉一两个次要点, 但覆盖所有主要内容。
3. 应用的语法结构和词汇方面能满足任务的要求。
4. 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。
5. 应用简单的语句间的连接成分, 使全文结构紧凑。
6. 达到了预期的写作目的。

第三档(7—9 分)

1. 基本完成了试题规定的任务。
2. 虽漏掉一些内容, 但覆盖所有主要内容。
3. 应用的语法结构和词汇方面基本能满足任务的要求。
4. 有一些语法结构或词汇方面的错误, 但不影响理解。
5. 应用简单的语句间的连接成分, 使全文内容连贯。
6. 整体而言, 基本达到了预期的写作目的。

第二档(4—6 分)

1. 未恰当完成试题规定的任务。
2. 漏掉或未描述清楚一些主要内容, 写了一些无关

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内容。

3. 语法结构单调, 词汇知识有限。
4. 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。
5. 较少使用语句间的连接成分, 内容缺少连贯性。
6. 信息未能清楚地传达给读者。

第一档(1—3分)

1. 未完成试题规定的任务。
2. 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。
3. 语法结构单调, 词汇知识很有限。
4. 较多语法结构或词汇方面的错误, 影响对写作内容的理解。
5. 缺乏语句间的连接成分, 内容不连贯。
6. 信息未能传达给读者。

不得分(0分)

未能传达给读者任何信息: 内容太少, 无法评判。所写内容均与所要求内容无关或所写内容无法看清。

说明:

1. 内容要点可用不同方式表达。
2. 应紧扣主题, 可适当发挥。

One possible version:

Dear John,

I hope this email finds you well. I'm Li Hua, one of your students, and I am writing to report an incident of cheating that I witnessed during the final exam.

Regrettably, I noticed several students engage in dishonest behavior during the exam, such as exchanging answers and using electronic devices. In my opinion, these cheating behavior has the potential to impact the overall fairness of the exam. Therefore, I kindly request that you look into this matter and reconsider the scores already given.

Thank you for your attention to this matter. Looking forward to your reply.

Yours,

第二节

一、评分原则

1. 本题总分 25 分, 按以下 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. 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; 内容的丰富性和创新性; 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. 词数少于 130 的或者多于 170 的, 从总分中减去 2 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。

二、各档次的给分范围和要求

第五档(21—25分)

1. 与所给短文融洽度高, 与所提供各段落开头语衔接合理。
2. 内容丰富。
3. 有效地使用了语句间的连接成分, 使所续写短文结构紧凑, 表达合理。

第四档(16—20分)

1. 与所给短文融洽度较高, 与段落开头衔接较为合理。
2. 内容比较丰富。
3. 比较有效地使用了语句间的连接成分, 使所续写短文结构紧凑, 表达合理。

第三档(11—15分)

1. 与所给短文关系较为密切, 与段落开头有一定程度的衔接。
2. 写出了若干有关内容。
3. 应用简单的语句间的连接成分, 使全文内容连贯。表达基本合理。

第二档(6—10分)

1. 与所给短文有一定的关系, 与段落开头有一定程度的衔接。

3. 较少使用语句间连接成分, 全文内容缺少连贯性。表达不够合理。

第一档(1-5分)

1. 与段落开头语衔接较差。
2. 写出内容太少。
3. 全文内容不连贯。表达不合理。

不得分(0分)

白卷; 内容太少, 无法判断或所写内容与所提供内容无关。

One possible version:

"Come with me!" Josh called out. The next instant, he raced upstairs with lightning speed. I hurried to follow him into the attic, where we began a thorough search. Mom was amused by our excitement when we found the broken umbrellas and used them as the backbone of the scarecrow. After that, we sorted out some old sheets and tied them on. The scarecrow now looked even scarier. We dragged our creation to the cornfield and planted it firmly in the mud, our hearts full of hope.

In the days that followed, the scarecrow stood tall. Serving as a silent guardian, it successfully scared the birds away. Under its watchful eyes, our cornfield flourished this year. To our amazement, Mom's useless things from the attic had come together to create something extraordinary. As we enjoyed a good harvest, her favorite saying, "waste not, want not", echoed in our hearts. The "Affair of the Scarecrow" has taught us the value of creatively transforming seemingly useless items into treasure, making us aware that frugality is a good quality after all.

听力录音材料

试音材料

M: Excuse me, can you tell me how much the shirt is?

W: Yes, it's nine fifteen.

Text 1

W: I just bought this book in the sales. I paid only \$18 for it, \$6 off its original price.

M: It's really a bargain, but Tony bought the same book for just half the original price at another store.

Text 2

W: Have you heard anything about our new English teacher? People say she is very bright.

M: Well, I heard from her former students that she has great ways of teaching English. They learned a lot from her classes.

Text 3

M: Is it hot today?

M: Yes, it is. I wish that it would rain and cool off.

M: Me too. This is unusual in March. I don't remember it being so hot and dry in March before.

Text 4

W: Excuse me, I really need this book for my research. Can I check it out, please?

M: Sorry, books in this section cannot be borrowed. But I can find a similar book for you.

W: That's great! Thanks!

Text 5

W: Hey Michael. Where are you going?

M: Nowhere special. I was just taking a walk to get a little exercise. I'm gaining weight.

Text 6

M: If I have to spend any more money on my car, I'll be so angry!

W: I saw you pass my house the other day. It looked fine then.

M: I left it parked in the snow the other day and then it wouldn't start.

W: I took a mechanics course in high school. Can I help?

M: It's OK. I thought there was a big problem with the engine but I'm pretty sure it's just the battery.

W: We can take the train downtown to go to the car supply shop. I'm sure we can find you a new battery.

M: That sounds good. I've got about two hours of work to do at the office. We can go after finishing it.

W: OK, the store closes around 4:00 p.m., so let's meet in front of the train station at noon.

M: 12:30 is better. See you then!

W: OK.

Text 7

M: I just came back from a visit at my uncle's, and you wouldn't believe how my cousins are learning nowadays.

W: What do you mean?

M: Well, they showed me a really cool game that they had on their iPad, and it was teaching them history lessons about the Mayflower.

W: Are you saying that they're using video games in the classroom?

M: Yeah! What they're doing is using video games to make education fun.

W: You know, it does sound very interesting but I'm a little worried that they focus too much on entertainment and not on learning.

Text 8

W: Harry, guess what? I've just received an email from Pamela. She and Peter are coming down to see us this weekend.

M: Oh, that's good news! We haven't seen them for ages.

W: Yeah. The last time we met them was at our wedding three years ago.

M: Did Pamela mention how long they would stay?

W: About one week.

M: Great! I can't wait to show them around our new house.

W: Me too. We haven't had any guests since we moved in here. If the weather is fine, we can have a barbecue in the garden.

M: Good idea. I'll go to the market tomorrow to

Text 9

W: So Mr. Wang, here's the apartment—bright, modern and very large. What do you think?

M: Yes, the area here is nice and quiet. But you know it's a little far away from our school.

W: Don't worry about that. There's very convenient public transportation available near here. It would take you less than half an hour to get to your school by bus, if you don't mind taking the bus to school every day.

M: No, I don't mind. I can save a lot of money if I take the bus. So how much is the rent?

W: \$750 a month, a very good price for this area.

M: And when is it due?

W: The last day of each month. But if you pay at the beginning of the month, I'll give you a 10% discount.

M: OK, sounds great. How about signing the agreement right now?

W: Sure. OK, and you can come here to get the keys the morning before you move in.

Text 10

W: Now I'd like to introduce the leading members in the soccer club for this season. First, let me welcome Robert, the new president. He will hold all the meetings for the next two years. Robert's son has been playing football with the club for over five years now. Next, we have Gina, she's the accountant, and she will collect the fees from you for the season. Please try to give Gina your fees as early as possible in the season, as the club needs the money to buy some new equipment. Also I'd like to introduce Jason, who is the head coach. For all the new members here tonight, this is the third year that Jason has been with us as the head coach, and we are very lucky to have such an experienced coach at our club. He will continue to lead the teams for training terms and match days. If you want to know the details about your training,

多维细目表

题型	题号	分值	关键能力	学科素养				必备知识				预估难度						
				语言能力	文化意识	思维品质	学习能力	语音知识	词汇知识	语法知识	语篇知识	语用知识	文化知识	易	中	难		
听力	1	1.5	推断	✓		✓		✓	✓						✓			
	2	1.5	推断	✓		✓		✓	✓						✓			
	3	1.5	推断	✓		✓		✓	✓						✓			
	4	1.5	推断	✓	✓	✓		✓	✓			✓				✓		
	5	1.5	推断	✓		✓		✓	✓						✓			
	6	1.5	推断	✓				✓	✓						✓			
	7	1.5	获取具体信息	✓		✓		✓	✓						✓			
	8	1.5	获取具体信息	✓				✓	✓							✓		
	9	1.5	推断	✓		✓		✓	✓							✓		
	10	1.5	获取具体信息	✓				✓	✓						✓			
	11	1.5	获取具体信息	✓				✓	✓						✓			
	12	1.5	推断	✓				✓	✓						✓			
	13	1.5	获取具体信息	✓	✓	✓		✓	✓						✓			
	14	1.5	获取具体信息	✓	✓	✓		✓	✓				✓		✓			
	15	1.5	获取具体信息	✓				✓	✓						✓			
	16	1.5	推断	✓	✓	✓		✓	✓			✓	✓		✓			
	17	1.5	获取具体信息	✓		✓		✓	✓		✓				✓			
	18	1.5	推断	✓		✓		✓	✓						✓			
	19	1.5	获取具体信息	✓				✓	✓						✓			✓
	20	1.5	概括主旨大意	✓				✓	✓						✓			
阅读	21	2.5	理解具体细节	✓				✓	✓						✓			
	22	2.5	理解具体细节	✓				✓	✓						✓			
	23	2.5	理解目的	✓				✓	✓						✓			
	24	2.5	理解具体细节	✓		✓		✓	✓		✓				✓			
	25	2.5	推断	✓		✓		✓	✓		✓					✓		
	26	2.5	理解具体细节	✓		✓		✓	✓		✓				✓			
	27	2.5	理解主旨要义	✓		✓	✓	✓	✓		✓				✓	✓	✓	
	28	2.5	理解具体细节	✓		✓		✓	✓		✓				✓			
	29	2.5	理解具体细节	✓		✓	✓	✓	✓		✓		✓		✓			
	30	2.5	理解具体细节	✓		✓	✓	✓	✓		✓					✓		✓
	31	2.5	理解主旨要义	✓		✓	✓	✓	✓		✓					✓		
	32	2.5	理解具体细节	✓		✓	✓	✓	✓		✓		✓		✓	✓		
	33	2.5	理解词汇	✓		✓	✓	✓	✓		✓		✓		✓			✓
	34	2.5	理解主旨要义	✓		✓	✓	✓	✓		✓		✓		✓	✓		
	35	2.5	推断	✓		✓	✓	✓	✓		✓		✓		✓	✓		

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题型	题号	分值	关键能力	学科素养				必备知识					预估难度			
				语言能力	文化意识	思维品质	学习能力	语音知识	词汇知识	语法知识	语篇知识	语用知识	文化知识	易	中	难
七选五	36	2.5	理解主旨要义	√	√	√			√	√	√	√		√		
	37	2.5	理解文章结构语境	√	√	√			√	√	√	√				√
	38	2.5	理解文章结构语境	√	√	√			√	√	√	√		√		
	39	2.5	理解文章结构语境	√	√	√			√	√	√	√		√		
	40	2.5	理解主旨要义	√	√	√			√	√	√	√		√		
完形填空	41	1	形容词在具体语境当中的用法	√		√			√		√			√		
	42	1	名词在具体语境当中的用法	√		√			√		√				√	
	43	1	名词在具体语境当中的用法	√		√			√		√			√		
	44	1	形容词在具体语境当中的用法	√	√	√			√		√		√			√
	45	1	动词短语在具体语境当中的用法	√		√			√		√			√		
	46	1	名词在具体语境中的用法	√		√			√		√				√	
	47	1	动词在具体语境当中的用法	√		√			√		√				√	
	48	1	介词短语在具体语境当中的用法	√		√			√		√				√	
	49	1	名词在具体语境当中的用法	√		√			√		√			√		
	50	1	名词在具体语境当中的用法	√		√			√		√			√		
	51	1	动词在具体语境当中的用法	√		√			√		√			√		
	52	1	动词在具体语境当中的用法	√		√			√		√			√		
	53	1	动词在具体语境中的用法	√		√			√		√			√		
	54	1	名词在具体语境当中的用法	√		√			√		√			√		
	55	1	动词短语在具体语境中的用法	√		√			√		√				√	
语法填空	56	1.5	在语篇中副词的用法	√					√	√				√		
	57	1.5	在语篇中非限定性定语从句的用法	√					√	√						√
	58	1.5	在语篇中非谓语动词的用法	√					√	√					√	
	59	1.5	在语篇中形容词的用法	√					√	√				√		
	60	1.5	在语篇中动词时态的用法	√					√	√						√
	61	1.5	在语篇中连词的用法	√				√	√	√						√
	62	1.5	在语篇中不定式的用法	√					√	√				√		
	63	1.5	在语篇中名词的用法	√					√	√						√
	64	1.5	在语篇中介词的用法	√					√	√						√
	65	1.5	在语篇中非谓语动词的用法	√					√	√				√		
书面表达	66	15	语言的生成和输出能力	√	√	√			√	√	√	√	√	√	√	
	67	25	阅读能力和语篇把控及创新能力	√	√	√			√	√	√	√	√	√	√	

关于我们

北京高考在线创办于 2014 年，隶属于北京太星网络科技有限公司，是北京地区极具影响力的中学升学服务平台。主营业务涵盖：北京新高考、高中生涯规划、志愿填报、强基计划、综合评价招生和学科竞赛等。

北京高考在线旗下拥有网站门户、微信公众平台等全媒体矩阵生态平台。平台活跃用户 50W+，网站年度流量数千万量级。用户群体立足于北京，辐射全国 31 省市。

北京高考在线平台一直秉承“精益求精、专业严谨”的建设理念，不断探索“K12 教育+互联网+大数据”的运营模式，尝试基于大数据理论为广大中学和家长提供新鲜的高考资讯、专业的高考政策解读、科学的升学规划等，为广大高校、中学和教科研单位提供“衔接和桥梁纽带”作用。

平台自创办以来，为众多重点大学发现和推荐优秀生源，和北京近百所中学达成合作关系，累计举办线上线下升学公益讲座数千场，帮助数十万考生顺利通过考入理想大学，在家长、考生、中学和社会各界具有广泛的口碑影响力

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