

英语参考答案

题序	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
答案	A	C	C	A	B	B	C	C	A	B	B	C	A	C	A
题序	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
答案	B	A	A	C	B	B	C	D	A	C	D	D	A	C	D
题序	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
答案	B	A	B	C	B	A	G	D	E	B	C	A	D	A	B
题序	46	47	48	49	50	51	52	53	54	55					
答案	D	C	B	C	A	B	D	B	D	A					

A

21. B. 根据“Luckily, they don't weigh you when you get there and when you leave”可确定答案。
 22. C. 根据“on the first Friday of each month”可确定答案。
 23. D. 这两地均涉及对生态和环境的保护以及这方面的宣传教育。

B

24. A. 此处“the photo”即上句中的“the Hare Krishna photo”。根据首段中的“A group of Hare Krishnas sing and play instruments as they dance.”可确定答案。
 25. C. 根据“Legally, you can photograph anyone in public”可知,在公共场所拍摄一个人在法律上是被允许的,在此情况下 Hutchinson 仍征求拍摄对象的许可,由此可推断她这样做是出于对这些人的尊重。
 26. D. 根据“... Hutchinson says she wants to be ‘a voice for the unfamous people’. Consequently, homeless people, beggars and addicts populate the pages of *Cuba People*...”可确定答案。
 27. D. 根据“... and she gave his family a copy after he died. That's what moves me: the times in life when something unexpectedly joins up.”可推断答案。

C

28. A. 根据“Scientists now know that human language requires social learning and interaction with other people”可确定答案。
 29. C. 根据“these bees could not observe the dance language because they were all the same age and had no older, experienced bees to follow”可确定答案。
 30. D. 提问中的蜜蜂属于研究中的对照蜂群(control bees)。根据“In contrast, our control colonies contained bees of all ages, so younger bees could follow the older, experienced dancers.”可确定答案。
 31. B. 短文第二段引出该研究提出的问题:But why should humans and other animals need to learn a language instead of being born with this knowledge? 接下来的段落为对蜂群进行研究的过程。结尾段则为该研究提出的问题的答案:人类和动物并非生来就完全具有能进行复杂的语言交际活动的知识和能力,必须通过后天的学习得以完善。

D

32. A. 根据“After a few minutes of focused attention”可确定答案。
 33. B. automatic:不假思索的;无意识的(done or happening without thinking)。“our perception is automatic”是对本段内容的概括,是本段的主题句。本段叙述我们感知熟悉的事物时对它已有一个概念性的标签,形成了一种思维定势。我们对这些事物的感知是不假思索的。
 34. C. 短文第四段中的“to side-step our normal familiar perception and perceive the world with fresh vision, free of concepts and expectations, looking at objects as if they had never been seen before, or as if they were other things”为作者所倡导的内容,属于一种论点。第五、六段以“We can see this in great artists.”引出其论据,介绍大师们在这方面的成就,以支持其论点。
 35. B. 短文第四段呈现了本文的主题:用一种新眼光看熟悉的事物。围绕这个主题,第一、二段叙述作者青少年时在这方面的经历;第三段说明用老眼光看事物的弊病;第五、六段介绍一些大师级画家们能突破老眼光的束缚,用一种新的眼光观察事物,创作出了与众不同的经典作品。
 36. A. 逻辑衔接句。联系上句及本空后面的内容可确定答案。A项中“that”指“‘They only focused on themselves.’”
 37. G. 逻辑衔接句。联系上句内容可确定答案。
 38. D. 本段首句“‘There are so many reasons why students should volunteer.’”为段落主题句,其关键词为“reasons”,围

- 绕该关键词本段又分为两部分：“Volunteering creates a brighter future because it provides vital assistance to worthy causes and people in need.”为理由之一；D项“‘There are also many benefits to the volunteers themselves.’”为理由之二。D项也是该部分的主题句，其后的内容围绕“benefits to the volunteers themselves”展开论述。
39. E. 概括句。该句对本段所列举的第二个理由的相关内容进行概括。
40. B. 逻辑衔接句。联系下句内容可确定答案。
41. C. 动词 circle 表示“围绕”。
42. A. “remove hooks(鱼钩) from sharks’ mouths”是一种技能(skill)。
43. D. amazed:感到惊奇。
44. A. lead to:导致。
45. B. process:过程。
46. D. build a connection with them:与它们(鲨鱼)建立起了关系。根据“they know that I’m safe and they can 47”可确定答案。
47. C. relax:放松;放心。根据“they know that I’m safe...”可确定答案。
48. B. 根据本段内容可知,在为保护鲨鱼作出的努力方面,Zenato除了帮鲨鱼去掉鱼钩,还与人分享有关鲨鱼的知识以及培训潜水员与鲨鱼打交道等。
49. C. 与人分享有关鲨鱼的知识是 Zenato 为保护鲨鱼所作出的努力。
50. A. 培训潜水员与鲨鱼打交道也是 Zenato 为保护鲨鱼所作出的努力。
51. B. 接近鲨鱼就可以对它们有新的了解和认识。
52. D. positive:积极的。接近鲨鱼,对它们有新的了解和认识,这是一种积极的体验。
53. B. continue:继续。根据本段内容可确定答案。
54. D. depend on:依赖。根据“food chain(食物链)”可确定答案。
55. A. Zenato 从事保护鲨鱼的事业,这体现了她对鲨鱼的“love”。
56. is restricted. 作主语的动词-ing 短语与动词 restrict 之间为被动关系。
57. that/which. 关系代词 that/which 引导一个定语从句。
58. Based. 此处为-ed 短语在句中作状语,句子的主语 the researchers 与 base on 之间为被动关系。
59. mapped. 动词 map 表示“绘制……的地图”,这里用一般过去时,与并列的谓语 quantified 在时态上一致。
60. and. 并列连词 and 连接两个并列的谓语 mapped 和 quantified。
61. largest. 食物收获后及储存期间的浪费量占 45%,食物消费期间的浪费量占 17%,共计 62%,由此可推断 45%为最大的食物浪费比例。此外,该形容词前有定冠词 the,用来构成形容词的最高级。
62. a. a share of:……的一部分。
63. to be. ...be found to be:(通过调查、研究、实验等)发现……,这时不定式作主补。
64. China’s. 根据句意用名词的所有格形式。
65. importance. 用名词形式 importance 作动词 highlights 的宾语。

第四部分

第一节

【参考范文】

How I Benefit from English Reading

I have a great love for English reading and have benefited a lot from it. First of all, it broadens my mind, and I have gained vast knowledge of how the world works through varieties of reading materials. Furthermore, by reading widely on different subjects, I experienced a rich cultural diversity. Certainly, reading is also beneficial to my language learning, increasing my vocabulary and allowing me to experience a living English language.

So keep on reading. The more you read, the more benefits you will enjoy.

一、评分标准

1. 评分原则

(1) 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) 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。

(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。

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2. 各档次的给分范围和要求

档次	描述
第五档 (13~15分)	<p>完全完成试题规定的任务。</p> <p>——覆盖所有内容要点。</p> <p>——应用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>——有效地使用语句间的连接成分,使全文结构紧凑。</p> <p>完全达到预期的写作目的。</p>
第四档 (10~12分)	<p>完全完成试题规定的任务。</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的语法结构或词汇所致。</p> <p>——使用简单的语句间连接成分,使全文结构紧凑。</p> <p>达到预期的写作目的。</p>
第三档 (7~9分)	<p>基本完成试题规定的任务。</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>——使用简单的语句间连接成分,使全文内容连贯。</p> <p>整体而言,基本达到预期的写作目的。</p>
第二档 (4~6分)	<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,且影响对写作内容的理解。</p> <p>——较少使用语句间的连接成分,内容缺乏连贯性。</p> <p>信息未能清楚地传达给读者。</p>
第一档 (1~3分)	<p>未完成试题规定的任务。</p> <p>——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的要求。</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,且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>信息未能清楚地传达给读者。</p>
0分	<p>——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。</p>

二、说明

1. 要点分

(1) 你有哪些收益:共9分,每个收益3分

(2) 你的倡议:3分

2. 词数少于60的,从总分中减去1—2分。

3. 如书写较差影响交际,降低一个档次计分。

第二节

【参考范文】

Suddenly I heard a weak cry from the next room. Immediately I rushed there and found the boy lying on the floor in just about the only spot that wasn't on fire. Without any delay, I just grabbed him and rushed out. A great cheer went up from the crowd as I carried the boy to safety. The boy's father, with tears in his eyes, thanked me again and

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again. The boy was soon taken to hospital and it looked like he would be fine.

It was a special Father's Day, not only for me, but also for the boy, his father and my daughter. On that special day, I did what a father is supposed to do for a child. For this child, he was rescued from the jaws of death by a father whom he didn't know. And for his own father, just as one of the neighbors said, I gave another dad the greatest gift anyone ever could. And in my daughter's eyes, I became a hero, because I showed her that day what a "World's Coolest Dad" was really like.

一、评分标准

1. 评分原则

(1) 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) 评分时,应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 内容的丰富性和关键信息的利用情况;

③ 应用语法结构和词汇的丰富性和准确性;

④ 上下文的连贯性是一个重要方面,评分时,应视其对交际的影响程度予以考虑。

2. 各档次的给分范围和要求

档次	描述
第五档 (21~25 分)	——与所给短文融洽度高,与所提供的各段落开头语衔接合理。 ——内容丰富,利用了文中的关键信息。 ——所使用语法结构和词汇丰富,准确,可能有些许错误,但完全不影响意义表达。 ——有效地使用语句间的连接成分,使所续写短文结构紧凑。
第四档 (16~20 分)	——与所给短文融洽度较高,与所提供的各段落开头语衔接较为合理。 ——内容比较丰富,基本利用了文中的关键信息。 ——所使用语法结构和词汇较为丰富,准确,可能有些许错误,但不影响意义表达。 ——比较有效地使用语句间的连接成分,使所续写的短文结构紧凑。
第三档 (11~15 分)	——与所给短文关系较为密切,与所提供的各段落开头语有一定程度的衔接。 ——写出了若干有关内容,部分利用了文中的关键信息。 ——应用的语法结构和词汇能满足任务的要求,虽有一些错误,但不影响意义表达。 ——使用简单的语句间连接成分,使全文内容连贯。
第二档 (6~10 分)	——与所给短文有一定的关系,与所提供的各段落开头语有一定程度的衔接。 ——写出了一些有关内容,较少利用文中的关键信息。 ——语法结构单调,词汇项目有限,有语法结构和词汇方面的错误,且影响了意义的表达。 ——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)	——与所提供短文和开头语的衔接较差。 ——写出的内容较少,很少利用文中的关键信息。 ——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,严重影响了意义的表达。 ——缺乏语句间的连接成分,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。

二、说明

1. 主要要点:

续写第一段:解救大火中的男孩(每个要点 3 分)

(1) 发现男孩;

(2) 将男孩解救出来;

(3) 人们的反应。

续写第二段：一个特别的父亲节(每个要点 3 分)

- (4)对于作者本人；
- (5)对于男孩；
- (6)对于男孩的父亲；
- (7)对于作者的女儿。

2. 词数少于 120 的,从总分中减去 1—2 分。

3. 如书写较差影响交际,降低一个档次计分。

听力材料

Text 1

M: Well, why don't we see what films are on at the cinema? I haven't been to the cinema for ages!

W: Yes, that's a good idea.

Text 2

W: Will you excuse me for a moment? I left my bag in the car.

M: Certainly. Don't worry. There's still plenty of time.

Text 3

W: Hello, Stephen. We have decided to go camping in the country. Would you like to join us? We will leave after work on Friday or early Saturday morning, and return early on Sunday evening.

M: That sounds fun.

Text 4

M: I'm really sorry, Mrs. Green. I was sick yesterday.

W: But at least you should have called. You know that.

M: You're right. I apologize. I didn't feel well, and I just wasn't thinking straight at the time.

Text 5

M: I wake up in the night a lot.

W: Do you drink anything before you go to bed?

M: I have a cup of coffee, yes.

W: Oh, dear. I'm not surprised you can't sleep well.

Text 6

W: Mike, are you thinking about further study, or are you planning to go straight into a job?

M: I was always thinking I'd go to university, but the fees are so high now.

W: Yes, that's a real problem now, isn't it? The high fees at university.

M: Yeah, I'm really not sure whether university courses really prepare you for any particular job. They're too academic, not really very practical.

Text 7

W: That's seven fifty-two, out of 10. Here's your change. Thanks, and have a nice day!

M: Excuse me, I'm looking for the art museum. Do you know how to get there?

W: Let's see, the art museum is on 7th Avenue. The best way to get there is to go out our parking lot and turn right. Follow that street two blocks, and at the light for Mason Street turn left and go up five blocks to Seventh. Turn left. The museum will be on your right-hand side.

M: Thank you. By the way, do you know if there's parking available at the museum?

W: Yes, there's a parking garage right next door.

Text 8

M: So, what do you want to watch on TV tonight?

W: Well, hmm. There is a reality show on at 7:00 on channel 5.

M: No, you know I don't like reality shows. I mean, they usually show people doing crazy things like, you know, eating live fish or swimming in a pool full of snakes. I'm not interested in that.

W: Well, then. Ah, here's something. Do you want to watch *Star Wars*?

M: No, I've seen it many times. I'd like to see something different.

W: Okay, let's see here. Oh, how about this? On channel 2 at 9:00, there's a home improvement show about fixing anything around the house. We do have a few things that you could repair in the bathroom...

M: Fixing things? Uh, I'm tired. I'd better go to bed.

W: Okay. Too bad, though. There's a basketball game on right now, but I guess you can catch the score in tomorrow's newspaper.

M: Oh, okay. I'll stay up and keep you company while you... I mean, WE watch the game.

W: I thought you'd change your mind. I'll get the popcorn.

Text 9

M: Hello, White Water Sports Centre. Steve Thompson speaking.

W: Hello, my name's Janet Willis. I wanted to enquire about a job at the centre.

M: Well, at present we're looking for a part-time pool attendant. I don't know if you're interested in that?

W: Oh, yes, definitely.

M: OK, well, have you done this sort of job before?

W: Oh, yes, I've spent the last three summers working for Children's Summer Camps, and I'm actually a sports student—water sports are my special area.

M: OK, well, no need to ask if you can swim then...

W: No, I'm certainly not afraid of the water. So what does the job at the pool involve?

M: You'd mainly be responsible for watching the swimmers all the time, obviously, in case of accidents.

W: OK.

M: Then as well as that, you'd have to look after the equipment that's used by the beginners' classes.

W: Right—and would I be involved in teaching them at all? I'd be quite interested in that.

M: Well, they have their own instructor, so that's not really part of the job.

Text 10

Good morning, everyone. We are pleased to announce the grand opening of our company's new day-care center, which is located on the third floor next to the lunchroom. The center starts next Monday and is open to all children of company workers between the ages of 2 and 5. Company workers can drop off their children at the day-care center beginning at 7 a.m., and pick them up no later than 6 p.m. The cost is \$10 an hour per child, and it includes lunch and snacks. Our center features six experienced teachers, and includes modern play equipment and learning materials for children. The day-care center is about 3,000 square feet, including a main playroom, a lunchroom, and three separate classrooms: one for two- and three-year-olds, one for four-year-olds, and one for five-year-olds. Don't worry, moms and dads. Your children will be safe, warm, happy and, best of all, nearby! Of course, you are welcome to visit them on the third floor during the lunch hour and work breaks.

