**2024学年第一学期杭州市高三年级教学质量检测  
英语学科 参考答案**

第一部分 听力（共两节，满分 30 分）  
1-5 AABCC 6-10 BCCAA 11-15 ACBAB 16-20 CCABB

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 BAB 24-27 BDCC 28-31 ABAD 32-35 DCDC

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）  
36-40 AEBDG

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 BACDA 46-50 CDCBB 51-55 BCADA

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56. as 57. initiatives 58. welcoming 59. made 60. a  
61. height 62. staged 63. to engage 64. was supported 65. which

第四部分 写作（共两节，满分 40 分）  
第一节（满分 15 分）

Dear Linda,  
 I'm delighted to share with you an exciting initiative we've launched at our school—"Greenery in Every Classroom."  
 The project kicked off with each class selecting a variety of plants to cultivate. We began with a special planting session where students enthusiastically potted seeds and saplings. The subsequent weeks were filled with a shared responsibility as we watered and nurtured our tiny green friends. This hands-on experience with nature has not only brightened our classrooms but also sparked a genuine interest in botany and environmental conservation. The initiative has been met with widespread enthusiasm and even made the headlines in the local newspaper.

第二节（读后续写）

Paragraph 1: As the students worked, Mary observed them with curiosity. She noticed how Akila, initially disinterested, had quietly chosen vibrant colors and was now blending them together to create a swirling sky filled with fantastical creatures that flew over a stone castle. Meanwhile, Tina was enthusiastically adding playful details to her section of the paper—a whimsical garden where flowers wore hats and creatures rested on the ice cream-topped trees. Mary felt a wave of relief wash over her. The room was alive with chatter and laughter, as Akila and Tina frequently exchanged ideas and inspired one another. Akila even leaned over to admire Tina's ice cream trees and said, "That is mind-blowing!" It was wonderful to see them cooperate, their initial differences melting away in the warmth of shared creativity.

Paragraph 2: Mary stood back and surveyed the creation. The enormous canvas had transformed into a magnificent portrayal of each student's imagination, forming a breathtaking landscape that reflected their individuality yet spoke to their collective spirit. Mary felt a sense of pride swell within her; she realized that in letting go of rigid structures, her students gave their painting an unrealistic but dream-like quality. Akila, Tina, and the rest of the class had not only embraced their own creative paths but had also nurtured each other's ideas. They were thrilled, "It was the best painting ever! We should definitely hang it on the wall!" Inspired by the moment, Mary decided to host an exhibition of their dream world, inviting parents and other classes to admire the beauty of imagination unleashed in her classroom.