

英语试题参考答案及评分标准

听力

1—5 ACCAB 6—10 CACBA 11—15 ABBBC 16—20 ABACC

阅读理解

21—23 ABD 24—27 BCAC 28—31 ACBD 32—35 BDCA

七选五

36—40 CAEGF

完形填空

41—45 ACDAB 46—50 BCBAD 51—55 CDBAD

语法填空

56. in 57. their 58. really 59. The/These 60. giving 61. who
62. classmates 63. To show 64. were 65. moved

书面表达

第一节

一、评分原则：

- 1. 本题总分为 15 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. 词数少于 60 或多于 100 的，酌情扣分。
- 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数量和准确性、上下文的连贯性及语言的得体性。
- 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：

档次	描述
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； 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)	<div>1. 完全完成了试题规定的任务；</div> <div>2. 虽漏掉 1、2 个次重点,但覆盖所有主要内容；</div> <div>3. 应用的语法结构和词汇能满足任务的要求；</div> <div>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；</div> <div>5. 应用简单的语句间的连接成分,使全文结构紧凑；</div> <div>6. 达到了预期的写作目的。</div>
第三档 (7—9 分)	<div>1. 基本完成了试题规定的任务；</div> <div>2. 虽漏掉一些内容,但覆盖所有主要内容；</div> <div>3. 应用的语法结构和词汇能满足任务的要求；</div> <div>4. 有一些语法结构或词汇方面的错误,但不影响理解；</div> <div>5. 应用简单的语句间的连接成分,使全文内容连贯；</div> <div>6. 整体而言,基本达到了预期的写作目的。</div>
第二档 (4—6 分)	<div>1. 未恰当完成试题规定的任务；</div> <div>2. 漏掉或未描述清楚一些主要内容,写了一些无关内容；</div> <div>3. 语法结构单调、词汇项目有限；</div> <div>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；</div> <div>5. 较少使用语句间的连接成分,内容不连贯；</div> <div>6. 信息未能清楚地传达给读者。</div>
第一档 (1—3 分)	<div>1. 未完成试题规定的任务；</div> <div>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；</div> <div>3. 语法结构单调、词汇项目有限；</div> <div>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；</div> <div>5. 缺乏语句间的连接成分,内容不连贯；</div> <div>6. 信息未能传达给读者。</div>
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。

三、参考范文：

<div>My senior high school English teacher is Li Hua, a middle-aged woman about 40 years old. She's of medium height with short hair and wears a pair of glasses. She's always smiling and looks full of life.</div> <div>Miss Li's method of teaching is nothing like that of the teachers at my junior high school. Her teaching is well organized. In class, she often encourages us to ask and answer questions. She's always strict with us, but we all like her.</div> <div>I hope I'll do well in my English learning with Miss Li teaching me in my senior high school.</div>

第二节

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. 所续写短文的词数应为 150 左右(词数少于 130 的,从总分中减去 2 分)。
- 4. 阅卷评分时,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)内容的丰富性;
 - (3)应用语法结构和词汇的丰富性和准确性;
 - (4)故事发展的合理性和上下文的连贯性。
- 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、美拼写和词汇用法均可。
- 6. 如书写较差以致影响交际,可将分数降低一个档次。

二、各档次给分范围及要求：

档次	描述
第五档 (21—25 分)	<ul style="list-style-type: none">—与所给短文融洽度高,与所提供各段落开头语衔接合理;—内容丰富;—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;—有效地使用了语句间的连接成分,使所续写短文结构紧凑。
第四档 (16—20 分)	<ul style="list-style-type: none">—与所给短文融洽度较高,与所提供各段落开头语衔接较为合理;—内容比较丰富;—所使用语法结构和词汇较为丰富、准确,可能有些许错误,但完全不影响意义表达;—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。
第三档 (11—15 分)	<ul style="list-style-type: none">—与所给短文关系较为密切,与所提供各段落开头语有一定程度的衔接;—写出了若干有关内容;—应用的语法结构和词汇能满足任务的要求,虽有一些错误,但不影响意义的表达;—应用简单的语句间的连接成分,使全文内容连贯。

第二档 (6—10 分)	—与所给短文有一定的关系,与所提供各段落开头语有一定程度的衔接; —写出了一些有关内容; —语法结构单调、词汇项目有限,有些语法结构和词汇方面的错误,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)	—与所给短文和开头语的衔接较差; —写出内容太少; —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。

三、参考范文：

<p>The day before David's 75th birthday was his last day at work. Before leaving the school that day, he said goodbye to all the teachers and gifted them baked cookies. "Thank you for your hard work and delicious cookies, David!" Samantha and other teachers said. Later that day, Samantha suddenly realized it was David's birthday the next day. Every year, they would celebrate his birthday in school by buying a cake for him. "We need to celebrate his birthday!" Samantha told the other teachers. "We should visit David's house tomorrow." "Good idea!" they all agreed.</p> <p>The next day after work, Samantha, with other teachers, went to see David with a big cake. They drove to David's house and knocked on his door. Seeing the teachers standing on his doorstep, he covered his mouth with his hands, "What a pleasant surprise! Please come in!" David was so happy to see all the teachers in his house. "Happy birthday to you..." the teachers sang the song to David, who was touched greatly. After learning old David felt lonely, Samantha and other teachers promised to come to see him every Saturday. They thought it was time to return love to him now.</p>

解析

第二部分 阅读理解

第一节

A

【篇章大意】本文属于非连续类文本阅读。介绍了伦敦五个旅游景点的相关情况。

21. 答案:A

命题立意:细节理解题

答案解析:根据 Kew Gardens 中的 Children under 4 go free! 和 Ticket: £25; weekend tickets are 50% off 信息可知,他们只需花费 25 英镑。

22. 答案:B

命题立意:细节理解题

答案解析:根据 Warner Bros Studio 中的 Tickets should be booked at least three months in advance since so many visitors come here every day 信息可知,这个地方很受人青睐。

23. 答案:D

命题立意:细节理解题

答案解析:根据 The Shard 中的 the UK's tallest building 和 with amazing 360-degree views over London 信息可知,这个地方可以看到伦敦的全景。

B

【篇章大意】本文属于记叙文。Emily Bhatnagar 从小喜欢读书。她在家乡发起了图书募捐活动,目的是收集书籍,送给在当地医院接受癌症治疗的孩子,让他们得到心灵的安慰。

24. 答案:B

命题立意:推理判断题

答案解析:根据第二段 ... she started thinking about families in similar situations. When her father recovered, she came up with a plan to help others 信息可知,正是 Emily 关心他人才让她想到了这个主意。

25. 答案:C

命题立意:细节理解题

答案解析:根据第三段 The goal was to collect books and give them to kids being treated for cancer in local hospitals 信息可知,For Love & Buttercup 的目的是帮助有需要的孩子们。

26. 答案:A

命题立意:推理判断题

答案解析:根据第四段 Emily had no idea how much attention her work would get 信息可知,Emily 刚开始对这个项目并没有把握。

27. 答案:C

命题立意:细节理解题

答案解析:根据最后一段 Emily continues to run the book drive with his parents' help. She hopes to one day make it reach more kids 信息可知,Emily 希望这个项目能够惠及更多的孩子。

C

【篇章大意】本文属于新闻报道。在星期二,西班牙大部分地区都被灰尘覆盖,天空变成了明亮的橙色,这是来自撒哈拉沙漠的巨大尘埃云造成的奇怪天气。预计这种尘埃云将蔓延到欧洲其他地区。

28. 答案:A

命题立意:细节理解题

答案解析:根据第二段 Usually, it crosses the Atlantic Ocean as part of a natural cycle(圈) that helps develop farmland in Central and South America 信息可知,通常情况下,尘埃云作为自然循环的一部分将穿过大西洋,帮助开发中美洲和南美洲的农田。

29. 答案:C

命题立意:细节理解题

答案解析:根据第三段 These kinds of storms aren't unknown in Spain. In fact, it has a special name, calima. It is so large that it can be seen from space 信息可知,在西班牙境内的尘埃云有一个特别的名字 calima,且这种尘埃云名声响亮,体型巨大。

30. 答案:B

命题立意:词义猜测题

答案解析:根据本句前面 The dust cloud continued to move north and west 以及本句后部分 possibly as far north as Denmark 信息可推知,该词在本句意为“蔓延”。句意:尘埃云将继续蔓延,可能会北上至丹麦。

31. 答案:D

命题立意:推理判断题

答案解析:本文主要谈了:来自撒哈拉沙漠的巨大尘埃云在西班牙造成了奇特的天气。沙漠、天气属于自然环境的一部分。因此,本文最有可能在报纸的“自然”栏目中出现。

D

【篇章大意】本文属于说明文。伦敦玛丽女王大学(London's Queen Mary University)的科学家们通过实验,发现大黄蜂与哺乳动物和鸟儿一样会玩耍,这一发现使大黄蜂成为已知的第一种类会玩耍的昆虫。

32. 答案:B

命题立意:细节理解题

答案解析:根据第二段 In that test, Chittka guided bumblebees to move balls into a goal for

food. He noticed that some bees were rolling(滚动) balls even when they weren't given food
信息可知,在原来的实验中,Chittka 训练大黄蜂滚动球体。

33. 答案:D

命题立意:细节理解题

答案解析:根据第三段 First,they numbered 45 young bumblebees between one and 23 days old. The numbers let them follow their behavior 信息可知,在新实验前,科学家在大黄蜂身上编了号码,即:做了记号。

34. 答案:C

命题立意:推理判断题

答案解析:根据第四段 Though some only did it once,others did it a lot. The younger ones liked to spend more time rolling balls while the older ones showed less interest in it 信息可推知,年长一点的大黄蜂在滚动球体方面没有年轻大黄蜂那么积极。

35. 答案:A

命题立意:主旨大意题

答案解析:本文主要介绍了:科学家通过实验,证实了大黄蜂有“玩耍 ”的行为。这一发现使大黄蜂成为已知的第一种类会玩耍的昆虫。因此,A 项能涵盖全文主题。

第二节

【篇章大意】本文属于指导类说明文。主要介绍了几种与家庭成员建立良好关系的方法。

36. 答案:C

命题立意:考查上下文衔接

答案解析:本段段首句是 Enjoy togetherness,因此,本段应该在谈:要尽可能多花时间与家里人待在一起。再根据本空后面 This can be a big mistake since enjoying each other's company... 信息可知,该句应该与前句在意义上有转折关系。

37. 答案:A

命题立意:考查段首句

答案解析:本段主要谈了:我们应该与家里人尽量多作面对面的交流。因此,A 项能够涵盖本段主要内容。

38. 答案:E

命题立意:考查上下文衔接

答案解析:根据本空前面句子 Try to avoid using your cell phone so much 可知,本空应该谈:如何才能避免过度使用手机交流。E 项中有 instead,说明 E 项符合这里的上下文逻辑,表示:代之以与你的家人进行有质量的谈话。

39. 答案:G

命题立意:考查上下文衔接

答案解析:根据本空前面 You can talk about your family's values,or how you can work

together as a group to solve problems that affect the family 信息可知,这里在谈交流的方式,因此,G项符合上下文逻辑。

40. 答案:F

命题立意:考查上下文衔接

答案解析:根据本空前 This can be something as easy as going to the beach, a park, or going on a trip to visit relatives 信息可知,这里在谈一些简单的家庭活动。而F项中 simpler 信息与这里的 easy 在意义上相近,且该项也在谈活动的内容。

第三部分 语言知识运用

第一节

【篇章大意】本文属于记叙文。一天晚上,布伦登·伯特(Brendon Birt)开着车子在街道上不小心拐错了弯。结果,就是因为这次错拐,他救了四个孩子的性命。

41. 答案:A

命题立意:考查动词

答案解析:后文谈到:布伦登救下了四个孩子的性命。所以,这里指:虽然他拐错了弯,开进了另一条街道,但事实证明,这正是他被需要的地方。need 需要;discover 发现;receive 接待;choose 选择。

42. 答案:C

命题立意:考查名词

答案解析:根据前文 He knew the home was on fire 信息可知,这里指:布伦登跑向火灾现场。street 街道;restaurant 餐厅;fire 火;bus 公交汽车。

43. 答案:D

命题立意:考查名词

答案解析:前文谈到:浓烟从房子里面冒出。由此可知,这里指:看到楼下大部分地方已经充满了烟雾。rubbish 垃圾;people 人们;bike 自行车;smoke 烟雾。

44. 答案:A

命题立意:考查动词

答案解析:根据后文 because it was so late at night 信息可知,这里指:布伦登认为屋里一定有人在睡觉。sleep 睡觉;work 工作;eat 吃饭;cook 煮饭。

45. 答案:B

命题立意:考查副词

答案解析:根据后文 Every second that was going by was just getting worse 信息可知,这里指:布伦登认为自己必须迅速采取行动。quietly 安静地;quickly 快速地;finally 终于;repeatedly 重复地。

46. 答案:B

命题立意:考查动词

答案解析:根据情景,屋里着火,情况危急,因此,这里指:布伦登冲到房子的一边。move 移动;rush 冲;listen 听;refer(to)提到。

47. 答案:C

命题立意:考查名词

答案解析:根据这里情景可知,这里指:布伦登冲到房子的一边,焦急地拍打窗户,以便叫醒屋里的人。surprise 惊讶;excitement 激动;anxiety 焦急;pleasure 高兴。

48. 答案:B

命题立意:考查副词(形容词)

答案解析:根据后文 Days later, Tender came home 信息可知,这里指:屋子的主人坦蒂·雷曼(Tender Lehman)当晚不在家。be up 起床;be out 外出;ill 生病;busy 忙碌。

49. 答案:A

命题立意:考查形容词

答案解析:根据 children ages 8,14,and 17 和 Bryce Harrison,22 信息可知,这里指:三个年幼的孩子(8岁、14岁和17岁)在屋里,由她22岁的大儿子布莱斯·哈里森照看。old 年长的;smart 聪明的;tall 高的;kind 善良的。

50. 答案:D

命题立意:考查动词短语

答案解析:前文谈到:房屋着火,布伦登焦急敲窗,呼叫屋里人赶快逃生,说明屋里人没有听到烟雾报警器声音。因此,这里指:烟雾报警器没有响。come out 出现;出版;break down 抛锚;垮掉;give up 放弃;go off 声音响起。

51. 答案:C

命题立意:考查动词

答案解析:根据 if it weren't for Brendon's warning 信息可知,如果不是布伦登在外敲打窗户,屋里的孩子不会醒过来。stay 居住;help 帮助;awake 醒过来;believe 相信。

52. 答案:D

命题立意:考查名词

答案解析:根据前文 he saw heavy smoke from a family's home 信息可知,这里指:布伦登看到四个孩子跑出了那栋楼到安全的地方时,他放心了。shop 商店;office 办公室;garden 花园;building 建筑物;楼房。

53. 答案:B

命题立意:考查动词

答案解析:从上下文可知,正是布伦登的快速行动,拯救了四个孩子的生命。meet 遇见;save 拯救;honor 致敬;teach 教育。

54. 答案:A

命题立意:考查形容词

答案解析:布伦登救了四个孩子的性命,他们的母亲非常感激。thankful 感激的;careful 仔细的;serious 严肃的;认真的;proud 骄傲的。

55. 答案:D

命题立意:考查动词

答案解析:根据上下文情景可知,这里指:孩子的母亲认为:如果没有布伦登的善举,她的孩子不可能活下来。trouble 麻烦;费神;start 开始;remember 记住;make it 表示“成功做成了”。

第二节

【篇章大意】本文属于记叙文。两所中学足球队在激烈的比赛结束后,其中一个球队的队员和教练自发到球场中间,为对方球队一名身患癌症的队员带去气球和礼物,并鼓励他积极面对,打好抗癌战斗。他们的善良之举,诠释了:足球不仅仅是输赢,同时,还有兄弟般的情谊。

56. 答案:in

命题立意:考查介词。

答案解析:in need 是固定短语,表示“有需求的”。

57. 答案:their

命题立意:考查代词。

答案解析:本空后面有名词 coaches,结合句意可知,这里应填形容词性的物主代词,修饰名词。

58. 答案:really

命题立意:考查副词。

答案解析:本空位于系动词后,表语 a fight to the finish 之前,由此可知,这里用副词修饰系表结构。

59. 答案:The/These

命题立意:考查冠词。

答案解析:第二段谈到:宾夕法尼亚州的一所高中足球队和他们的教练在最近的一场比赛后,对对方的一名队员表现出了极大的善意。因此,这里应该特指这两个球队。根据句意,这里填 these 也可接受。

60. 答案:giving

命题立意:考查动名词。

答案解析:该词位于介词 of 后面,因此,这里要用动名词,作 of 的宾语。

61. 答案:who

命题立意:考查定语从句。

答案解析:分析句子结构可知,该空所在句应为非限制性定语从句,该空位于从句主语位置上,先行词是 Gavin,因此,这里应填 who。

62. 答案:classmates

命题立意:考查名词单复数。

答案解析:本句中有 one of..., 因此,本空应该用其名词的复数形式。

63. 答案: To show

命题立意: 考查不定式。

答案解析: 根据句意可知, 这里指: Coatesville 的球员和教练在比赛结束后来到我们的球队, 向 Gavin Picard 表示善意的支持。因此, 应该填不定式, 表示目的。

64. 答案: were

命题立意: 考查时态和 be 动词用法。

答案解析: 这里谈的是当时情况, 应该用一般过去时态。本句是 there be 句型, 主语是 many dry eyes, 因此, 这里应填 were。

65. 答案: moved

命题立意: 考查形容词。

答案解析: 根据句意, 这里指每个人都很感动。因此, 这里要填 moved。

听力录音材料

Text 1

W: A table for my friend and me, please.

M: No problem. Here you go. Would you like to see the menu?

W: Yes, please. We are very hungry.

Text 2

M: Just look at the dark clouds. Do you think it's going to rain today?

W: Well, the weather report says it's going to be sunny today but rainy tomorrow.

M: Cool. I'm going to have a great time today.

Text 3

W: Well, Austin, you asked me for the day off yesterday because you said that you were sick.
But Sam saw you in a café with someone, and you seemed perfectly fine.

M: Oh... sorry. I just wanted to see my brother so much.

Text 4

W: Hi, Mathew, this is Olivia. Listen, I'll go to see my parents this weekend, and it's out in the country. I was wondering if you could look after my cat while I'm away.

M: No problem. You can bring it to my home this afternoon.

Text 5

W: Excuse me. I'm looking for white shirts for my husband and son.

M: OK. Follow me, please. Men's shirts with different colors are all here. Their styles are so popular this year.

Text 6

W: Hi, Jack!

M: Hello, Suzy!

W: How many new friends have you got?

M: I've got many new friends until now.

W: Are they all students?

M: Yes, they are. Besides my classmates, ten are from Class 5, and 6 are from Class 7.

W: Nice! Have you got pen-friends?

M: Yes, I have. I have made 3 pen-friends.

W: Where are they from?

M: Well, Mike is from England, Peter is from Australia, and George comes from Canada.

W: Do you send them letters?

M: No, I don't. I sometimes send them messages or e-mail them.

Text 7

W: Are you still working, Ron? It's Friday evening. Shouldn't you rather spend time with your family?

M: Mm... , I need to finish the work by Monday.

W: How long is this going to take you then?

M: By 10 o'clock.

W: Oh, really? That's what I hate most about your job. You're always bringing work home. You've hardly spent any time with the children recently.

M: Is that so?

W: Yes. Last Saturday, you missed Lily's birthday party, and last Sunday your boss called right in the middle of Patrick's game. You missed the most important moments of the game.

M: Well, I see. I'll try to get my work done in the office next time.

Text 8

W: Lucas, it's time to go to school. It's getting late.

M: There's no school today, Mom, because of a teacher workshop.

W: Oh. So what are you going to do today?

M: I'm going to see my classmate who's ill in hospital, and then play basketball with my friends in my school.

W: Are you also going to ride your new bike?

M: Yes, I'll do that in the afternoon. But I'm going to finish my paper for my chemistry class first. It's due tomorrow.

W: Do you need any help with it?

M: No, I can do it myself. Though it's a little bit boring, it's not difficult.

W: That's good. Learn it well because it's so useful.

Text 9

W: Guess what! I'm going to San Francisco!

M: What a beautiful surprise! When is that?

W: Tomorrow. I'll fly with Ocean Airlines.

M: Do you want me to drive you to the airport?

W: No, thanks. Since you are always busy on Monday, I can take the bus to get there.

M: You'd better not. The bus is so crowded and always not on time.

W: Then I'll take a taxi. Did you go to San Francisco before?

M: Yes. I went there three times. I stayed in the hotel Powell Place once, and Club Donatello twice. Where will you stay?

W: I've booked a room at Stanford Court.

M: Oh, I know the hotel. It's near Union Square. How long are you going to stay there?

W: Just three days.

M: Why don't you stay longer? There are many interesting places that you can visit, such as the Golden Gate Bridge.

W: I plan to go to New York to see an old friend. I haven't seen her since she left Chicago.

M: Have you booked your flight?

W: Yes, I have.

M: Have a nice trip then.

W: Thank you.

Text 10

M:

Yesterday was a normal day for Amy and Mike. Amy got up at 7 o'clock but Mike still stayed in bed. After half an hour, Mike rose, went to the bathroom, washed his face, and brushed his teeth quickly. He was the last one to arrive at the family dining room. His parents and Amy sat at the table, waiting for him. Mike and Amy had some milk, some cakes and apples. Their parents ate pancakes and drank coffee. At 8 o'clock, they were ready to leave home. They usually walk or ride bikes to school, but yesterday it was raining, so their father asked his friend George to drive them there because their father and mother had to attend a meeting at that time. It took them about 15 minutes to get to school. At 4:30 pm, they came back home. They had snacks and did their homework. After dinner, Mike watched TV with his mother. Both of them like action movies. Amy likes Chinese, so she read Chinese books in her bedroom. Their father listened to rock music that he likes most.