

泉州市2023届高中毕业班适应性练习卷

英语试题参考答案及评分标准

第一部分 听力（共两节，共20小题；每小题1.5分，满分30分）

1-5 CABAB

6-10 BCACA

11-15 ABACC

16-20 ACBCB

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）

21-25 CBADC

26-30 DBAAB

31-35CCDBD

第二节（共5小题；每小题2.5分，满分12.5分）

36-40 DGECA

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）

41-45ABCAC

46-50DBACD

51-55BDABD

第二节（共10小题；每小题1.5分，满分15分）

56.t0

57.grcatest

58.existence

59. explorations

60.when

63.to connect61.accidentally

62.confirming

61.accidentally

第四部分写作（共两节，满分40分）

64. are caught

65.an

第一节（满分15分）

【作答示例】

Dear teachers and fellow students,

On behalf of the Students' Union, I'd like to extend warm welcome to you all to the Chinese Traditional Cultural Week to be held in the Arts Center. Aiming to enrich students' school life and promoting excellent traditional culture, the Week shall take various forms. First of all, there'll be a Chinese painting exhibition. You

can even practice painting on the spot. Besides, the classic recitation activities will present you with the beauty of Chinese traditional culture. You can also enjoy a tea art performance and a Beijing Opera show during the week. Wish your a productive and pleasant week!

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和多于100的，酌情扣分。
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，可将分数降低一个档次。

二、内容要点

1. 表示欢迎；2. 介绍活动内容

【说明】内容要点可用不同方式表达；应紧扣主题，可适当发挥。

三、各档次的给分范围和要求

第五档 13~15分	<p>完全完成了试题规定的任务。</p> <p>一覆盖所有内容要点。</p> <p>一应用了较多的语法结构和词汇。</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。</p> <p>一有效地使用了语句间的连接成分，使全文结构紧凑。</p> <p>完全达到了预期的写作目的。</p>
第四档 10~12分	<p>完全完成了试题规定的任务。</p> <p>一虽漏掉1、2个次重点，但覆盖所有主要内容。</p> <p>一应用的语法结构和词汇能满足任务的要求。</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。</p> <p>应用简单的语句间连接成分，使全文结构紧凑。</p> <p>达到了预期的写作目的。</p>
第三档 7~9分	<p>基本完成了试题规定的任务。</p> <p>一虽漏掉一些内容，但覆盖所有主要内容。</p> <p>一应用的语法结构和词汇能满足任务的要求。</p> <p>一有一些语法结构和词汇方面的错误，但不影响理解。</p> <p>一应用简单的语句间连接成分，使全文内容连贯。</p>

	整体而言，基本达到了预期的写作目的。
第二档 4~6分	未适当完成试题规定的任务。 一漏掉或未描述清楚一些主要内容，写了一些无关内容 一语法结构单调，词汇项目有限。 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。 一较少使用语句间的连接成分，内容缺少连贯性。 信息未能清楚地传达给读者。
第一档 1~3分	未完成试题规定的任务。 一明显遗漏主要内容，写了一些无关内容，原因可能是未理解试题要求。一语法结构单调、词汇项目有限。 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。 一缺乏语句间的连接成分，内容不连贯。 信息未能传达给读者。
0分	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。

第二节（满分25分）

【作答示例】

Suddenly one morning, Joao found the Dindim disappeared. He searched all through the house and the coast, and even rowed a boat to the ocean. But the penguin was nowhere to be found. Joao was relieved as he knew it was likely that Dindim had returned to its breeding area at its best condition. However, deep inside he was sad to realize Dindim, who he regarded as a family member, left for sure. Now when Joao went out fishing, he became alone. He was told Dindim would never return, but he still held some hopes.

A few months later, Joao heard some familiar cries in his backyard. It was Dindim! The moment Joao turned around, Dindim hurried towards him and threw itself into his arms. It traveled 5,000 miles

from its breeding area to visit Joao! Happy tears sprang from Joao's eyes. He just held Dindim up like a baby, ready to bring its favorite fish. The later days saw the house full of laughter again. Since then, Joao has been receiving visits from his feathered friend every year. Human activities may threaten wildlife, but in the special case of Dindim, it was evident that a close relationship can be built between animals and humans.

一、评分原则

1. 本题总分为25分，按五个档次进行评分。
2. 评分时，主要从内容、语言表达和篇章结构三个方面考查，具体为：
 - (1) 续写内容的质量、续写的完整性以及与原文情境的融洽度。
 - (2) 所使用词汇和语法结构的准确性、恰当性和多样性。
 - (3) 已下文的衔接和全文的连贯性。
3. 评分时，应先根据作答的整体情况确定其所属的档次，然后以该档次的要求来综合衡量，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) 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。

(3) 书写较差以致影响交际的, 酌情扣分。

二、各档次的给分范围和要求

第五档 (21~25分)	<ul style="list-style-type: none"> —创造了丰富、合理的内容, 富有逻辑性, 续写完整, 与原文情境融合度高。 —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)	<ul style="list-style-type: none"> —创造了比较丰富、合理的内容, 比较富有逻辑性, 续写比较完整, 与原文情境融合度比较高。 —使用了比较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。 —比较有效地使用了语句间衔接手段, 全文结构清晰, 意义连贯。
第三档 (11~15分)	<ul style="list-style-type: none"> —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, 有一些错误和不恰当之处, 但基本不影响理解。 —基本有效地使用了语句间的衔接手段, 全文结构基本清晰, 意义基本连贯。
第二档 (6~10分)	<ul style="list-style-type: none"> —未能创造合理的内容, 全文逻辑性较差, 续写不完整, 与原文相关度不高。 —使用了较少词汇和语法结构, 有较多错误, 影响理解。 —很少使用语句间的衔接手段, 结构不够清晰, 意义不够连贯。
第一档 (1-5分)	<ul style="list-style-type: none"> —未能创造合理的内容, 全文逻辑性差, 续写不完整, 与原文情境无关。未能使用合适的词汇和语法结构, 有很多错误, 影响理解。 —未能使用语句间的衔接手段, 结构不清晰, 意义不连贯。
0分	—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。

泉州市2023届高中毕业班适应性练习英语听力部分录音稿

Text 1

W:The Students' Union is organizing several green-life activities. What would you like to join in?

M:Clothing Recycling and Water Conservation will help reduce our carbon footprint, but I think Being a Vegetarian for One Day is more fun.

Text 2

W:I need the report by the morning-of June 5th, so it can be reviewed by other members before the meeting

M:All right. I'll get it ready soon. And I'll present you the afternoon schedule before lunch time.

W:That would be fine.

Text 3

W: Hey, Larry. How about meeting a few of us for coffee in a little while?

M: Hmm, I would if I weren't so far behind in this reading. I'm doing for history.

Text 4

M: How long will we stay in Suzhou?

W: We'll stay here for two nights. That means we will leave for the next destination on the morning of May 11th.

Text 5

W: Jacob, I can hardly breathe; tomorrow will be the first time for me to show my design

M: I'm sure your ideas are great. Stop doubting yourself. Sophia./The more you believe in yourself, the more others will believe in you.

W: Many thanks for your advice.

Text 6

W: All the food smells fresh today and makes my mouth water.

M: Let's line up here. This line seems a little shorter.

W: What's on the menu today?

M: Fish, beef, pork, chicken and vegetables. For main food there is rice, steamed bread and noodles.

W: Oh, we're lucky today, aren't we?

M: Yes, I'd rather take cabbage with beef.

W: I think I'll take fried fish, because fish is my favourite.

M: That's good. We can share what we have.

Text 7

M: Clara, I heard you were training for a marathon. I'm really impressed. I could never do that.

W: I've been running for a few months now. but I stepped things up about a month ago.

M: But it's so hard to do marathon How did you make it

W: I started off slowly, worked my way along, and now: I do over three miles every day, more on weekends. Give it a shot, and you'll feel great.

M: Sure. I will So besides running, do you recommend any other workout?

W: Well, it depends. Andrew. Do you prefer to be quiet and alone or like making friends?

M: You know I study alone in this city far away from my hometown. So if I can make some friends it would be perfect.

W: Well, I know a club focusing on hiking trips at weekends. It usually starts out on Friday evening, taking a bus ride to a nearby mountainous area. And they spend Saturday hiking, camping, even diving sometimes, before heading back on Sunday.

M: Cool! I love that. Places do let me know how to join it.

W: No problem.

Text 8

M: The guest for today is Sue Walter, a famous judge in court. Good morning, Sue!

W: Good morning, Shawn.

M: Sue, would you please tell us the theme of your new book?

W: Well, I want people who have challenges in their lives to believe that they can still accomplish a lot. Always ask

for help. I suggest.

M: Right. What's the best part of being a judge in court?

W: Having a voice in the decision-making process. I feel a sense of satisfaction and happiness about that.

M: Er... What do you mean by happiness?

W: I think it would be the satisfaction of enjoying things with others, meaning when you give it to others, whether it's time, attention, a gift, anything, just those moments of sharing. I have been on a children's program. I talk to them about how the law helps people solve their problems.

M: Thanks. I appreciate your time...

Text 9

W: Remind me, Trevor. When should we make the presentation?

M: Dr. White said it's on June 4th.

W: So what are we going to include in it? Shall we start from some historical-background of the islands? Maybe something about the economy or something else?

M: Oh no! Dr. White said we shouldn't go into that sort of detail.

W: OK. How about the geographical location since not many people know where the islands are.

M: Good idea. And an overview of their education system should be included.

W: That means education statistics like literacy rates and school places should be presented.

M: Absolutely. Dr. White said he wanted us to use plenty of visual tools, like the overhead projector and some maps and we might as well try them out before the presentation.

W: No problem. They are available in the Resources Room.

M: I see, Julie. But it's almost time for my lesson. May we divide it? I will book all the visuals and you do the other stuff. Let's meet again on Monday.

W: Sure.

Text 10

Public libraries around the United States are changing what it means to be a library. Instead of just being places for books, they have become community centers. Lewes Public Library is one of them. This month, the library held events like discussions about books and current events, movie showings, poetry writing workshops. And Spanish-language discussions. For children, one of the most popular events this year was when a nature center brought in several special animals. Delaware Library also has a program to manly a free book to families with young children each month. The goal is to provide children with a large book collection in their home without having to pay for it themselves. In some communities, libraries are where people access social services. Wheaton Library, Maryland's new public library, holds job fairs and partners with local organizations to help families get health insurance. People who cannot afford to buy their own laptop computers can borrow one from the library. Besides, many libraries have book stores where visitors can buy new and used books. The money raised goes back to supporting the libraries.

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