

温州市普通高中 2023 届高三第二次适应性考试

英语试题卷参考答案及评分标准

2023.3

第一部分：听力（共 20 小题；每小题 1.5 分，满分 30 分）

1—5 BAABC 6—10 BABCA 11—15 CAABC 16—20 ABBCA

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 CDD 24—27 BCBC 28—31 ABBD 32—35 DCAA

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

36—40 EDCFG

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—45 CCBAD 46—50 DBACD 51—55 BADAB

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56. was constructed 57. around/round 58. to celebrate 59. are 60. and
61. did 62. aged 63. its 64. valuable 65. which/that

第四部分：写作（共两节，满分 40 分）

第一节：应用文写作（满分 15 分）

一、评分原则

1. 总分 15 分，按照五个档次给分。
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，从总分中减去 2 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、美拼写及词汇均可以接受。
6. 如书写较差，以致影响交际，将分数降低一个档次。

二、各档次给分范围和要求

第五档 (13-15 分)	完全完成了试题规定的任务。 —覆盖所有内容要点。 —应用了较多的语法结构和词汇。 —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。 —有效地使用了语句间的连接成分，使全文结构紧凑。 完全达到了预期的写作目的。
第四档 (10-12 分)	完全完成了试题规定的任务。 —虽漏掉 1、2 个次重点，但覆盖所有主要内容。 —应用的语法结构和词汇能满足任务的要求。 —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。 —应用简单的语句间连接成分，使全文结构紧凑。 达到了预期的写作目的。
第三档 (7-9 分)	基本完成了试题规定的任务。 —虽漏掉一些内容，但覆盖所有主要内容。 —应用的语法结构和词汇能满足任务的要求。 —有一些语法结构或词汇方面的错误，但不影响理解。 —应用简单的语句间连接成分，使全文内容连贯。 整体而言，基本达到了预期的写作的目的。
第二档 (4-6 分)	未适当完成试题规定的任务。 —漏掉或未描述清楚一些主要内容，写了一些无关内容。 —语法结构单调，词汇项目有限。 —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。

	—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。 —明显漏掉主要内容，写了一些无关内容，原因可能是未能理解试题要求。 —语法结构单调，词汇项目有限。 —较多语法结构或词汇方面的错误，影响对写作内容的理解。 —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	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。

三、该题具体要求

- (一) 内容要求
- (二) 应用词汇和语法结构的情况
- (三) 上下文的连贯性

按照内容要点展开写作，使用恰当的连接词或表达使文章内容连贯。

One possible version: (略)

第二节 读后续写 (满分 25 分)

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. 词数少于 130 的，从总分中减去 2 分。
4. 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) 内容的丰富性和对所标出关键词语的应用情况；
 - (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。
5. 拼写与标点符号是语言准确性的一个重要方面，评分时，应视其对交际的影响程度予以考虑。
6. 如书写较差以致影响交际，可将分数降低一个档次。

二、各档次的给分范围和要求

档次	描述
第五档 (21—25)	— 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，应用了 5 个以上短文中标出的关键词语。 — 所使用语法结构和词汇丰富、准确，可能有些许错误，但完全不会影响意义表达。 — 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)	— 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，应用了 5 个以上短文中标出的关键词语。 — 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。 — 比较有效地使用了语句间的连接成分，使所续写短文结构紧凑。
第三档 (11—15)	— 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，应用了 4 个以上短文中标出的关键词语。 — 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。 — 应用简单的语句间连接成分，使全文内容连贯。
第二档 (6—10)	— 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，应用了 3 个以上短文中标出的关键词语。 — 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，全文内容缺少内容连贯性。
第一档 (1—5)	— 与所提供短文和开头语的衔接较差。 — 产出内容太少，很少使用短文中标出的关键词语。 — 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	白卷、内容太少无法评判或所写内容与所提供内容无关。

One possible version: (略)

听力原文:

Text1

W: Drop me at the Manhattan Post Office please.

M: Well, that's an hour's ride. Why not just post your mail here?

Text 2

W: Hi, I'd like some cheese for a barbecue this weekend. We will be a small group of friends gathering at the Washington Park.

M: For a barbecue, you could have any cheese you want here.

Text 3

M: Did you bake these cookies?

W: Yes, I got the idea from a magazine.

M: If you hadn't told me that, I would have guessed they were baked by a restaurant. You know, you could very well open your own shop.

Text4

M: Our school is replacing printed textbooks with e-textbooks next semester. I can't wait.

W: Really? What about the cost? Buying all those tablets, not to mention training all the teaching staff.

Text 5

M: Did you check the power plug and press the play button?

W: Yes. The power indicator was on and it was running. But somehow the sound didn't come through.

Text 6

M: Excuse me. You look like you could use some help. Can I lend a hand?

W: Yes. I'm trying to do too much right now and burning the candle at both ends.

M: That can happen to any of us. You are over-committed. Just relax. Take one day at a time.

W: Yes, I get it. I appreciate your help very much. Lucky to have a colleague like you in the office.

M: I'm glad I've been able to be of some help to you today.

Text 7

W: Well, hi there. What are you looking for today?

M: Uh, I'm just looking.

W: Well, how about a ring for someone special?

M: There is NO one special.

W: Well okay. Wouldn't you like to walk home with some of these great records? Some of the best hits from the 1960's.

M: Yeah, let's see. Now here's something I'd... Ah, these records are scratched.

W: Just in a couple of places. Listen. I'll sell you a dozen of records for only fifty dollars. A steal!

M: Whoa! They're way too expensive. I'll give you twenty-five dollars for them.

W: Ah, come on. I can't charge you less than thirty dollars.

M: Well, that guy over there is selling similar records for a much better price, so thanks anyway.

W: Wait wait,wait,wait. You drive a hard bargain. Twenty-eight dollars, that's my final offer.

M: Huh... I'll think about it.

Text 8

W: Sam, could you review the results of the survey on leisure sporting activities again?

M: Sure. The survey was administered between age groups of 18 to 26, 27 to 35, 36 to 45, and 46 to 55. According to the results, the most active group involved are those between 18 and 26 years old.

W: Okay.

M: People cited jogging as their favorite recreational sport followed by skiing, tennis, swimming, and cycling.

W: Hmm. Based on what you've said, I think we should consider targeting the 18 to 26 year-old age group more in the future and expanding our line of athletic shoes, particularly jogging.

M: I see what you mean. However, there is a growing trend among older consumers — I mean those 46 to 55 — who are becoming more concerned about staying fit. I believe this trend will continue.

W: I see your point. Well, let's meet again on Wednesday to iron out more of the details of this proposal.

Text 9

W: Welcome to Talk of the Nation. Dr. James has put together a support group for students addicted to the Internet. He joins me now.

M: Thank you for inviting me.

W: Is Internet addiction a relatively new thing?

M: Well, some students have been involved with the problem for years. It's certainly growing on college campuses.

W: How does it present itself?

M: Well, some of them have relationship problems or problems keeping their grades.

W: How do we know when we become Internet addicted?

M: Uh... If you feel empty and really look forward to being connected with other people online, then, a serious issue is starting to happen.

W: What if you start giving up other things?

M: Well, people need to have some sort of balance in life. If you can, spend some time on the Internet and then take a walk at a different time.

W: So that's how we can avoid Internet addiction. Thank you very much, Dr. James.

Text 10

Many young people struggle to get a good night's sleep, according to the results of a major survey published to mark World Sleep Day. The Sleep Research Society surveyed nearly 60,000 people aged 10 to 45, and found that 91% of them reported "not having enough sleep" or "still being tired after sleep". Only about 5.6% of respondents said they felt energetic after sleep. About three quarters of respondents said they experienced difficulty falling asleep. Many respondents cited work pressure as a major influence on their sleep quality, and could lead to bad sleep. The survey showed 60% of the respondents would choose to work instead of sleep. Sleep problems have little direct link to income, working conditions or social status, according to the survey. In general, people with good education background tended to be more self-disciplined about getting enough sleep, but only 5% of respondents had a routine daily schedule. Surveyors believed that the random life schedules would lead young people to have low work efficiency, low appetite but higher cancer risk.