

英 语

参考答案、提示及评分细则

1~5 CBCAA 6~10 ABCBC 11~15 ACBAB 16~20 BCAAB

【文章大意】本文是一篇应用文。文章向我们介绍了2023年将会举办的音乐节。

21.【答案】B

【解析】细节理解题。根据 Splash House—June—Palm Springs, California 下面的内容“For the last 10 years”和“To celebrate the 10-year milestone”可知答案。

22.【答案】D

【解析】细节理解题。根据 Elements Music and Arts Festival—Long Pond, Pennsylvania 下面的内容“featuring artists like Chris Lake, John Summit, Skrillex”可知答案。

23.【答案】B

【解析】细节理解题。根据每个音乐节持续的时间可以看出 Heatwave Music Festival 持续的时间最短。

【文章大意】本文是一篇记叙文。文章讲述了约旦小学生 Faisal 克服残疾,热爱读书,赢得阿拉伯阅读挑战赛的故事。

24.【答案】D

【解析】细节理解题。根据第一段的内容可知,Faisal 童年时吃了许多苦。

25.【答案】A

【解析】细节理解题。根据第五段“who now look at him with pride and admiration rather than pity”可知答案。

26.【答案】D

【解析】推理判断题。根据第四段“He then went on to qualify at the country level.”可知 Faisal 是知识渊博的;根据最后一段“The child who once refused to interact with others is now filled with hope and a zest for life.”可知 Faisal 是乐观的。

27.【答案】A

【解析】标题归纳题。根据文章主要内容可知答案。

【文章大意】本文是一篇说明文。科学家揭开古罗马建筑千年不衰的秘密。

28.【答案】B

【解析】推理判断题。作者在第一段列举这两座建筑物是为了引出本文要探讨的话题:为什么古罗马建筑能千年不衰?

29.【答案】D

【解析】细节理解题。根据第四段的内容可知答案。

30.【答案】A

【解析】推理判断题。根据最后一段“The new finding could help make manufacturing today’s concrete more sustainable, potentially shaking up society”可知 Masic 认为新的发现非常重要。

31.【答案】C

【解析】推理判断题。根据文章主要内容以及关键词“The study team”和“The new finding”等可以推测出文章出自报纸的科学版块。

【文章大意】本文是一篇说明文。研究发现:夜间睡眠是学生取得优异成绩的关键。

32.【答案】C

【解析】细节理解题。根据第二段“Sleep guidelines recommend teenagers get 8 to 10 hours of sleep every night.”可知答案。

33.【答案】C

【解析】段落大意题。第五段主要讲研究结果。

34.【答案】B

【解析】词义猜测题。根据第五段“More surprisingly, the researchers found that students who receive less than six hours of sleep experienced a pronounced decline in academic performance.”的提示可知,睡眠不足6小时的学生学习成绩出现明显下滑,再根据画线部分的后半句“compromising the whole system”的提示可知,一旦你的睡眠时间开始低于6小时,就会开始积累大量的睡眠债,这会损害学生的健康和学习习惯,从而危害全局。故此处“impair”的含义是:损害。

35.【答案】D

【解析】细节理解题。根据最后一段最后一句话“Most surprising to me was that no matter what we did to make the effect go away, it persisted.”可知,“最令我惊讶的是,无论我们采取什么措施来消除这种影响,它都会持续存在”。故选D。

【文章大意】本文是一篇说明文。文章告诉我们几条建议关于如何活在当下。

36.【答案】F

【解析】本段的首句是:改变常规。F项:你可能没有活在当下,因为你自己的生活太一成不变了。F项符合语境。

37.【答案】B

【解析】根据此空后一句“If no classes are available”的提示可知答案。

38.【答案】C

【解析】根据此空前一句“the extra time”的提示以及本段首句“Be grateful for breaks”的提示可知答案。

39.【答案】A

【解析】此空选首句。根据本段的主要内容可知此空选A。

40.【答案】G

【解析】根据关键词“smile”可知此空选G。

【文章大意】本文是一篇记叙文。文章讲述了一名12岁的男孩连续两年为100多名寄养儿童购买圣诞礼物的故事。

41.【答案】A

【解析】考查动词短语。乔纳森·维尔纳(Jonathan Werner)表示,在听到父亲关于他自己的寄养经历后,他受到了启发,决定开展慈善项目。

42.【答案】B

【解析】考查名词。根据下文“Based upon stories that I have from him”的提示可知答案。

43.【答案】D

【解析】考查名词。今年,138名儿童将获得乔纳森为他们挑选的基本必需品和个人最喜欢的东西。

44.【答案】C

【解析】考查动词。根据下文“He chose the items”的提示可知答案。

45.【答案】C

【解析】考查名词。他根据当地社会工作者与他分享的清单,通过多次商店购物选择商品。

46.【答案】B

【解析】考查动词。乔纳森说,他总共买了约600份礼物,总计约11300美元。total此处是动词,意思是:总计达。

47.【答案】A

【解析】考查动词。为了赚钱购买这些礼物,他向当地社区成员出售爆米花。

48.【答案】D

【解析】考查动词。今年,他赚的钱超出他的预期。

49.【答案】B

【解析】考查动词短语。但在整个过程中,乔纳森表示,能回馈(社会),他很高兴。

50.【答案】A

【解析】考查名词。根据上文“his charity project”的提示可知答案。

51. 【答案】D

【解析】考查形容词。根据上文“Jonathan said he’s simply happy to”的提示可知,帮助那些孩子也让“我”很高兴。

52. 【答案】A

【解析】考查动词。他的父母说,他们对此印象深刻。

53. 【答案】D

【解析】考查动词。“我”为他选择做的事情和他能帮助到的人数感到骄傲。

54. 【答案】B

【解析】考查副词。他的所作所为深深地打动了“我”。

55. 【答案】C

【解析】考查名词。Serena Kolk 补充说,“他的所作所为深深地打动了。他真的为人们带来了改变。”make a difference 有影响,有作为。

【文章大意】本文是一篇说明文。作者向我们介绍了中国文化里的竹子。

56. 【答案】that/which

【解析】考查定语从句。根据句子结构可知,该空是定语从句的关系词,先行词指物,关系词在定语从句中作主语,故此空填 that/which。

57. 【答案】closely

【解析】考查副词。用副词修饰动词。

58. 【答案】a

【解析】考查冠词。苏东坡是宋朝的一位大文学家。不定冠词表泛指。

59. 【答案】without

【解析】考查介词。宋朝的大文学家苏东坡曾说:不可居无竹。

60. 【答案】shoes

【解析】考查名词复数。当时的人们用竹子作为柴火,做竹片、纸、竹筏、帽子、雨篷和鞋。

61. 【答案】was used

【解析】考查时态和语态。主语和谓语之间是被动关系,该句叙述的是发生在过去的事情,故此空填 was used。

62. 【答案】inexpensive

【解析】考查形容词的反义词。在汉代,竹子被用于造纸,因为用它可以生产高质量的纸张,而且价格低廉。

63. 【答案】made

【解析】考查非谓语动词。过去分词作后置定语。

64. 【答案】ideal

【解析】考查词类转换。竹子高挺优美,枝叶繁茂,是家庭庭院和公园的理想植物。

65. 【答案】being cut

【解析】考查非谓语动词。它能忍受夏季的炎热和冬季的寒冷,被砍伐后又能再生。

第一节

One possible version:

Live Lightly & Give Generously

Our school held a meaningful activity last week, whose theme was “Live Lightly & Give Generously”. The event took place on Friday on the playground.

The main activities of the event included a charity auction, where students could donate items to sell and have the money donated to a local charity organization, and a sharing session, where students shared their experiences and insights on how to live a simple yet meaningful life.

This experience has taught us that we don’t need a lot to be happy, and giving to others can be the key to fulfillment.

【第一节 应用文写作评分标准】

在评分时,应注意以下几个方面:

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,从总分中减去 2 分。
4. 评分时,应注意的主要内容有内容要点、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,将分数降低一个档次。

评分细则	
分值	评分标准
第五档 (13~15 分)	完全完成了试题规定的任务。 <ul style="list-style-type: none">• 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。 <ul style="list-style-type: none">• 虽漏掉一两个次重点,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。 <ul style="list-style-type: none">• 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。 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。 <ul style="list-style-type: none">• 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。

评分细则

<p>第一档 (1~3分)</p>	<p>未完成试题规定的任务。</p> <ul style="list-style-type: none"> • 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; • 语法结构单调、词汇有限; • 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。 <p>信息未能传达给读者。</p>
<p>0</p>	<ul style="list-style-type: none"> • 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

One possible version:

Taking a deep breath, I closed my eyes for a second to calm myself. Somehow I felt my dad's presence, like he was standing shoulder to shoulder with me in the shallow water. "Jacob, the bird won't hurt you. It needs your help. I am here and will guide you through this." My hands were shaking, but I bent down to pick up the loon. Taking it carefully under its wings, I held it out at arm's length, afraid that it might stab me with its beak.

"Hurry and cut the line!" I said. Isaiah shuffled closer. Using the scissors, he cut away the fishing line from around the loon's neck. Finally, he set the loon free. I patted the loon's head, a gesture of gratitude that it hadn't used its beak as a weapon. As I set it down on the water, it flapped its wings and flew away. Back on shore, Uncle Rick had been watching. "Boys, I'm awfully proud of you both. That was spectacular. You worked together, helped each other out, and kept that loon alive."

【第二节 读后续写评分标准】

在评分时,应注意以下几个方面:

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,应主要从以下四点考虑
 - (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)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。
6. 如书写较差,以致影响交际,将分数降低一个档次。

评分细则

分值	评分标准
<p>第五档 (21~25分)</p>	<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,应用的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,所续写短文结构紧凑。

评分细则

<p>第四档 (16~20分)</p>	<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,应用的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,所续写短文结构紧凑。
<p>第三档 (11~15分)</p>	<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,但不影响意义表达; • 应用简单的语句间连接成分,使全文内容连贯。
<p>第二档 (6~10分)</p>	<ul style="list-style-type: none"> • 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。
<p>第一档 (1~5分)</p>	<ul style="list-style-type: none"> • 与所给短文和开头语的衔接较差; • 产出内容太少,语法结构单调,词汇有限,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。
<p>0</p>	<p>白卷、内容太少,无法评判或所写内容与所提供内容无关。</p>

听力部分录音材料

(Text 1)

W: You're late. You should have come earlier to see the wonderful beginning of the film.

M: Well, I met my brother at the airport and we bought something on the way back.

(Text 2)

W: Tony, look at the mess! Your dirty clothes are on the sofa. The guests will be here soon.

M: Sorry, dear. Take it easy. I'll make our house clean and tidy soon.

(Text 3)

M: Excuse me, how much are the tickets, please?

W: They are \$10 each, but students go half price.

M: Three student tickets, please. Here are our student cards.

W: Sure.

(Text 4)

M: Nancy, which sport do you want to do this term?

W: What is there?

M: Well, the volleyball class is all booked up and we've got basketball and tennis left.

W: Last year I played basketball, so this year I want to do something different. Tennis, I think.

(Text 5)

M: I think we forgot to take the umbrella.

W: What? It's a fine day, isn't it?

M: It is said that it's going to rain this afternoon, so you'd better go back to get one.

W: All right. Wait for me here.

(Text 6)

M: Hi, Lisa. Do you know any apartments for rent?

W: Why do you want another apartment?

M: The man who lives upstairs plays music all night and I can't fall asleep.

W: What kind of apartments do you want?

M: Not a big one. One bedroom is fine.

W: Do you mind having a roommate?

M: No, I can live with a roommate. Why do you ask that?

W: My brother wants a roommate. The house there is cheap and clean. Why don't you phone him?

M: Great. Thank you so much.

W: You're welcome.

(Text 7)

W: Hi! This is Star Swimming School. How can I help you?

M: I saw an ad for swimming lessons online. I have a couple of questions. Do you only offer group lessons, or do you also offer private lessons?

W: We offer both. Group lessons are limited to five people and cost 40 dollars for two hours each person. Private lessons are 120 dollars for two hours.

M: I have two boys who are 8 and 10 years old. What is the youngest age for group lessons?

W: We offer lessons for kids aged 7 and above. Both your boys can join.

M: That's great. At what time do you offer lessons?

W: We offer group lessons from Mondays to Sundays at 9:30 a. m. and 2:30 p. m.

M: That would work for us. Thanks.

W: You're welcome. You can make a booking on our website.

(Text 8)

W: Do you want to go to the art museum, Mike? I plan to go in July.

M: Is there a special exhibition?

W: Yes, there is. It's an exhibition of statues.

M: Well, I'm not very interested in art. I like to go to the natural history museums. I like to learn about animals and plants or dinosaurs. Are art museums your favourite type of museum?

W: Yes.

M: Have you ever been to the Louvre in Paris?

W: Yes, I've been there. I went there in September last year. I waited in line to see *Mona Lisa*. It is indeed a great painting!

M: Sounds great. There are many famous museums in the world.

W: Yes. The Metropolitan Museum in New York is currently one of my favourite museums. I also want to go to the British Museum. I heard they have a collection of 8 million objects!

M: I know the British Museum. It preserves culture and art that are across two million years of human history. I think I could spend a long time in that museum.

W: Me too. Let's go there together next time.

(Text 9)

M: Hey, Sally, do you want to see a movie with me tomorrow?

W: Sorry, Jack, I can't. I have to prepare for the test next week.

M: Well, I can go to the library to study with you.

W: I don't like studying in the library. My favourite place to study is at a coffee shop.

M: Why? You can't possibly concentrate in a coffee shop. People are always walking in and out, and the coffee machine is so loud! Plus there are always people talking!

W: I like having a little bit of background noise when I study. The library is too quiet.

M: Well, when I'm studying, total silence is what helps me concentrate.

W: For me, the truth is that studying at the library makes me anxious. I can just feel the anxiety of all students studying for tests. The atmosphere of a coffee shop helps me relax.

M: I have an idea. Next time, I'll try studying at a coffee shop. And you can try studying in the library.

W: Well, I guess I can try it. As long as I can take a cup of coffee with me!

M: And I'll take my noise-canceling headphones to the coffee shop!

(Text 10)

What's your kindergarten memory? For many kids, it's happy and fun. In kindergarten, children spend time hearing stories, playing toys and making art. Have you ever wondered who invented kindergarten?

It was Friedrich Froebel. As an educator, Froebel wanted to help kids to learn through play. This led him to start the world's first kindergarten programme in Germany in 1837. In his programme, children used music, stories, and playtime to learn. His kindergarten caught on. It wasn't long before they spread to other parts of the world. In 1856, Margaret Schurz set up the first kindergarten in the United States. Kindertgartens grew fast in the US. At first, kindertgartens in the US were private. That changed in 1873. That year, Susan Blow started the first public kindergarten in St. Louis, Missouri. Blow became interested in kindertgartens while travelling in Germany in 1870. When she went back to the US, she went on learning about Froebel's ideas. In St. Louis, Blow also set up a training programme for teachers. She went on to write several books about Froebel and education. Today, many children all over the world go to kindergarten.