

2023 学年第一学期浙南名校联盟第一次联考参考答案

高三年级 英语学科

第一部分 听力 (共 20 小题; 每小题 1.5 分, 满分 30 分)

1-5 BBCCC 6-10 BAABC 11-15 BCABB 16-20 ACCAA

第二部分 阅读理解 (共 20 小题; 每小题 2.5 分, 满分 50 分)

21-23 ACA 24-27 BBDD 28-31 ADCC 32-35 CBDA 36-40 FGADE

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 DBBAA 46-50 CDCCC 51-55 BADAB

第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分)

56. an 57. to have bought 58. rising 59. original 60. it
61. are carved 62. where 63. wisdom 64. to/of 65. but/yet

第四部分 写作 (共两节, 满分 40 分)

第一节 (满分 15 分)

One possible version:

Reviving Oral English with Students

While students recognize the value of oral English, they don't attach importance as it is excluded from exams. Consequently, dumb English has become a widespread phenomenon.

From my perspective, considerable attention should be paid. To begin with, a good knowledge of oral English makes it possible to fully appreciate English films and fluently communicate with foreigners. Besides, as part of language competence, oral English has gradually been included in the entrance interview section by more and more key universities.

Thus, I do hope that oral English will be brought to life and that everybody will become better and better in time.

应用文评分标准

一、各档次的给分范围和要求

第五档 (13~15 分)

- 覆盖了所有内容要点, 表述清楚、合理。
 - 使用了多样并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。
- 完全达到了预期的写作目的。

第四档 (10~12 分)

- 覆盖了所有内容要点, 表述比较清楚、合理。
 - 使用了比较多样并且恰当的词汇和语法结构, 可能有些许错误, 但不影响理解。
 - 比较有效地使用了语句间衔接手段, 全文结构比较清晰, 意义比较连贯。
- 达到了预期的写作目的。

第三档 (7~9 分)

- 覆盖了大部分内容要点, 有个别地方表述不够清楚、合理。
 - 使用了简单的词汇和语法结构, 有一些错误或不恰当之处, 但基本不影响理解。
 - 基本有效地使用了语句间衔接手段, 全文结构基本清晰, 意义基本连贯。
- 基本达到了预期的写作目的。

第二档 (4~6 分)

- 遗漏或未清楚表述一些内容要点, 或一些内容与写作目的不相关。
- 所使用的词汇有限, 语法结构单调, 错误较多, 影响理解。
- 几乎不能有效地使用语句间衔接手段, 全文结构不够清晰, 意义不够连贯。未能达到预期的写作目的。

第一档 (1~3 分)

- 遗漏或未清楚表述大部分内容要点, 或大部分内容与写作目的不相关。
- 所使用的词汇有限, 语法结构单调, 错误很多, 严重影响理解。
- 几乎没有使用语句间衔接手段, 全文结构不清晰, 意义不连贯。完全未达到预期的写作目的。

零分

未作答: 所写内容太少或无法看清以致无法评判; 所写内容与题目要求完全不相关。

二、评分原则

1. 本题总分为 15 分, 按五个档次进行评分。
2. 评分时, 应主要从内容、词汇语法和篇章结构三个方面考虑, 具体为:
 - (1) 对内容要点的覆盖情况以及表述的清楚程度和合理性。
 - (2) 使用词汇和语法结构的准确性、恰当性和多样性。
 - (3) 上下文的衔接和全文的连贯性。
3. 评分时, 先根据作答的整体情况初步确定其所属档次, 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) 漏掉第一个要点视作未适当完成试题规定的任务, 根据具体情况和其语言, 降档给分。
 - (2) 要点 2 写的展览内容与茶文化完全无关, 视作未能完成试题任务, 参考第一档; 部分与茶文化有关, 视作未适当完成试题规定的任务, 根据具体情况和其语言, 降档给分。
 - (3) 词数少于 60, 酌情扣分。
 - (4) 标点符号、大小写影响交际表达, 从总分扣 1 分。拼写错误和语法错误 2 个以上, 降档给分。
 - (5) 书写较差, 涂改较多, 以致影响交际, 酌情扣分。

第二节 (满分 25 分)

I was completely knocked out by the news. Without Emma's voice to guide me, I would definitely mess up and this was not how everything was supposed to go! As I stood there, feeling at a loss, a gentle touch on my shoulder brought me back to reality. It was my mom, wearing a comforting smile. After having a brief idea of my story, she said in a firm tone, "You've worked so hard. You can make it on your own." Memories of countless rehearsal came flooding back, drowning my fears and losses. Swinging into action, I adjusted my performance to a solo, practicing in no time.

Finally came the big moment. Taking a deep breath, I stepped onto the stage, enveloped in the glow of the lights. At first, my voice trembled with nervousness, but as the song progressed, my confidence soared. I poured my emotions into the performance, letting my voice carry my feelings into the air. The crowd watched in awe, their applause and cheers echoing in the hall. Facing the overwhelming response, I knew that I had conquered my fears. Yes, the unexpected discouragement can be a blessing in disguise if we have a belief in ourselves and never give up our dreams.

读后评分标准

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，应主要从内容、词汇语法和篇章结构三个方面考虑，具体为：
 - (1) 创造内容的质量，续写的完整性以及与原文情境的融洽度。
 - (2) 使用词汇和语法结构的准确性、恰当性和多样性。
 - (3) 上下文的衔接和全文的连贯性。
3. 评分时，先根据作答的整体情况初步确定其所属档次，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) 两段总词数少于 120 的，酌情扣分。
 - (2) 只完成一段的，参考第一、二档酌情给分。
 - (3) 如有抄袭，抄袭部分不给分。
 - (4) 单词拼写和标点符号评分时应视其对交际的影响程度酌情降档给分。
 - (5) 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）

- 创造了丰富、合理的内容，富有逻辑性，续写完整，与原文情境融洽度高。
- 使用了多样并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）

- 创造了比较丰富、合理的内容，比较有逻辑性，续写比较完整，与原文情境融洽度较高。
- 使用了比较多样并且恰当的词汇和语法结构，可能有些许错误，但不影响理解。
- 比较有效地使用了语句间衔接手段，全文结构比较清晰，意义比较连贯。

第三档（11~15 分）

- 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，有一些错误或不恰当之处，但基本不影响理解。
- 基本有效地使用了语句间衔接手段，全文结构基本清晰，意义基本连贯。

第二档（6~10 分）

- 内容或逻辑上有一些重大问题，续写不够完整，与原文情境有一定程度脱节。
- 所使用的词汇有限，语法结构单调，错误较多，影响理解。
- 未能有效地使用语句间衔接手段，全文结构不够清晰，意义不够连贯。

第一档（1~5 分）

- 内容或逻辑上有较多重大问题，或有部分内容抄自原文，续写不完整，与原文情境基本脱节。
- 所使用的词汇有限，语法结构单调，错误很多，严重影响理解。
- 几乎没有使用语句间衔接手段，全文结构不清晰，意义不连贯。

零分

未作答；所写内容太少或无法看清以致无法评判；所写内容全部抄自原文或与题目要求完全不相关

听力文字稿

(Text 1)

M: There's a new restaurant downtown, called The Sweet Life.

W: Oh, I hadn't heard of it. What do they sell?

M: They've got a bit of everything but they specialize in Italian food.

W: Oh, I prefer American food and Thai food, to be honest.

(Text 2)

W: Good morning, sir. How can I help you?

M: I'd like to meet Mr. Sarkar, the General Manager of the Fans Division.

W: May I have your name?

M: My name is Ravi Das. I am here to ask how to join the company.

(Text 3)

W: I'm going for a vacation for two weeks.

M: Where to?

W: I'm staying with my aunt in South Africa in her lovely house. I'm looking forward to catching up with the family more than anything else, even going to the beach.

M: Enjoy your holiday. Be careful of sharks!

(Text 4)

M: You can have my seat. I'm getting off at the next stop.

W: That's nice of you. There are never enough seats here.

M: Well, it's more convenient than looking for a parking space.

W: I suppose. I usually drive, but I had car trouble today.

(Text 5)

W: I'm wondering if we can save money on our electricity bills.

M: Has it gone up?

W: Yes, it has. I think we can save electricity in a few different ways. I found this helpful guide online. We can have a try.

(Text 6)

W: I reserved a room for three nights, but it turns out I'm going to have to stay four.

M: That shouldn't be a problem. Here's your key — Room 107. Do you have any luggage?

W: Just this suitcase. You know, it's so nice and warm out. I thought I'd go for a walk now before dinner. Is there a park near here?

M: Yes. Just go down to the corner, where you'll see a bank. Take a left onto Main Street, and you'll see the park right in front of you.

(Text 7)

M: Have you seen the final version of the interview schedule for the position?

W: No, I haven't.

M: Well, we'll be interviewing four people — all with previous working experience — and two of those candidates will be interviewed online.

W: In that case, has the equipment been set up in Room 102?

M: Yes, everything is ready. The person we're interviewing at eleven o'clock lives overseas, in China, so hopefully we'll have a good Internet connection for that one.

(Text 8)

W: Martin, do you still attend painting classes at the art studio downtown, next to Ms. Brown's little café?

M: I do, Marta. I love it. The atmosphere there will lift up spirits. The large windows, natural light and the smell of coffee.

W: You've been creating beautiful artwork, and Sarah's looking for something creative to do. She's stressed and needs something to help her relax.

M: Oh, I could recommend once-a-week beginners' class to develop her skills. The instructor, Ms. Thompson, is really patient and understanding. Her sister-in-law, Ms. Johnson, teaches sculpture in the same building. Their classes are very sociable.

W: That sounds perfect.

(Text 9)

W: OK, so our topic for the presentation is bees. How many main points do we have?

M: Three.

W: There's a lot of information, but we only have eight minutes.

M: I think we can organize the whole presentation around our three main points.

W: Should we start by showing that bees are an important natural resource? They help plants reproduce. Without bees, a lot of crops would be more expensive to grow.

M: Let's make that clear so people understand why we all need bees.

W: Now, I found a report that says a lot of bees are dying right now. The report has a lot of statistics about population numbers. Should we use that?

M: Well, I'm worried those statistics might be confusing. Mr. Lee said we have to show that we've done some research, and that's important for our grades.

W: OK. Maybe we could just put some of the statistics in a diagram.

M: Let's do that. And we could show some photos of bees.

W: Good idea.

M: So for the last part, I made a list of what people can do to help bees.

(Text 10)

W: We are excited to launch our new education program, providing accessible and high-quality education to all. The program offers a wide range of courses, from mathematics to history, business, and even a new economics department, taught by experienced educators.

Courses range from \$50 to \$200 per course, depending on the subject and length. To further reduce financial barriers, we offer financial assistance covering up to 50% of the course fees. Our team of experts is available to help you apply. You don't have to repay the money until you've got a stable job, so you can focus on your studies and achieve your goals.

Our goal is to help students learn flexibly and grow without worrying about costs. If you want to learn, grow, and achieve your dreams, our program is here for you. Register today and join the thousands of students. Thank you for your attention, and we look forward to seeing you in our classrooms soon.