

七校联合体 2022 届高三第一次联考

英语学科参考答案及评分标准

第一部分 阅读理解

1-3 BCD 4-7 DCAD 8-11 BACC 12-15 BAAC
16-20 GFEAD

第二部分 语言运用

21-25 CCDDA 26-30 ADBCB 31-35 BCADB

36. currently 37. the 38. to estimate 39. that/which 40. are'thought
41. compared 42. its 43. global 44. launched 45. for

语法填空评分标准:

- (1) 本节共 10 小题, 每小题 1.5 分, 满分 15 分;
- (2) 每小题完全正确, 给分 1.5 分;
- (3) 与答案不符, 或书写不规范, 或误写成首字母大写的情况均不得分。

第三部分 写作

第一节 应用文写作

(一) 评分标准:

A. 评分原则

1. 本节满分 15 分, 按 5 个档次给分, 精确到 1 分。
2. 评分时, 先根据文章的内容和语言初步确定其档次, 然后以该档次要求衡量, 确定或调整档次, 最后给分。
3. 词数少于 50 词, 从总分中减去 1 分。多于 110 词但均为有效表达, 不扣分。
4. 评分时应关注内容要点、应用词汇和语法结构的丰富性、准确性及上下文的连贯性。
5. 拼写与标点符号是语言准确的一个方面。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, 将其分数降低一个档次。

B. 内容要点

1. 活动组织 (参加人员、时间、地点) (略写, 要求准确表达);
2. 植树过程 (详写、拓展部分: 体现写作逻辑);
3. 个人感受 (略写、有一定自主发挥空间)。

说明: 内容要点可用不同方式表达; 内容可适当拓展, 但应紧扣主题。

C. 各档给分范围与要求

1. 快速确定评分档次

档次	给分	比例	评分标准
第五档	13-15	20%	语言基本无误, 行文连贯, 表达清楚, 有亮点表达。
第四档	10-12	50%	语言有少量错误, 行文基本连贯, 表达基本清楚。
第三档	7-9	25%	语言有一些错误, 尚能表达清楚。
第二档	4-6	4%	语言错误较多, 逻辑不清, 影响表达
第一档	0-3	1%	只能写出与要求内容有关的一些单词, 无法表意。

(二) 参考范文

March 13, Saturday;
Fine

Today witnessed a rewarding activity—Tree Planting organized by the Students' Union of our school.

Early in the morning, my classmates and I headed for a hill nearby with tools and seedlings. On our arrival, we set down to working together as planned. Some of us dug the pits and put the seedlings in, some filled the pits with earth and others watered the newly-planted young trees. Through our joint efforts, the hill was lined with rows of seedlings, bathed in the sunshine.

Exhausted as we were, we tasted the joy of labor and we decided to plant more trees in the future.

第二节 读后续写

(一) 评分标准:

A. 评分原则

1. 本节满分 25 分, 按 5 个档次给分, 精确到 1 分。
2. 评分时, 先根据文意的内容和语言初步确定其档次, 然后以该档次要求衡量并确定或调整档次, 最后给分。
3. 原则上, 两段写作的词数可以不绝对均等, 但总词数为 150 左右。少于 120 词, 可从总分中减去 1 分。如多于 170 词, 但都是有效表达, 不扣分。
4. 评分时应关注与原文的衔接 (逻辑的严谨性)、内容的合理性、语言 (应用词汇和语法结构) 的丰富性、准确性及上下文的连贯性。
5. 拼写与标点符号是语言准确的一个方面。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阅读的, 将其分数降低一个档次。

B. 内容要点

1. 第一段侧重描写 Emily 对孩子的态度发生了什么改变, 具体体现在什么地方? 而孩子因为 Emily 的改变又相应有什么样的变化?
2. 由第二段首句可知, Emily 注意到孩子的变化, 并意识到这样的相处方式有问题, 因此她努力修复和孩子们的关系, 再次改变自己的教育方式, 并得出了感悟。

C. 各档给分范围与要求

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第三档	11-15	25%	语言有一些错误, 尚能表达清楚。
第二档	6-10	4%	语言错误较多, 逻辑不清, 影响表达
第一档	0-5	1%	只能写出与要求内容有关的一些单词, 无法表意。

(二) 参考范文

When the school started again, Emily's attitude towards her kids changed a little bit. After school, the kids went home, expecting their usual treat, only to be told that there wouldn't be any more snacks for them from then on. When they talked excitedly about the things at school, Emily either showed little interest or reminded them to do their homework right away instead of wasting time on silly talks. It didn't take long before the kids sensed the change in their mom and they got to be nervous at the presence of Emily. No more secrets were shared. An invisible barrier seemed to stand between the kids and their mom, keeping them further and further apart. The joyfulness and liveliness, which used to flood the house, gradually disappeared.

Emily noticed the change in the kids' behavior soon and found it unbearable. "This is definitely not what I have wanted. I have made things go the wrong way!" she told herself, determined to "change the situation and regain the trust of the kids." That day, when kids got back from school, they found their favorite snacks on the table again, beside which stood their mum, with the familiar loving smile on her face and a freshly-baked pizza on her hands, "Welcome home, girls. Time for snacks and tell me what's fun in school today!" Seeing the uncertainty in the kids' eyes, Emily apologized for being so unreasonable in the past few weeks. "It's OK, mum," said the kids, "We understand whatever you do is out of concern for us." With a ripple of warmth surging through her body, Emily gathered her sweeties into her arms.

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