

# 昆明市 2022~2023 学年高二期末质量检测

## 英语参考答案及评分标准

### 一、听力（共 20 小题；1.5 分/题，满分 30 分）

1~5 BCAAC      6~10 BCBAB      11~15 ABCAC      16~20 BACAC

### 二、阅读（共 20 小题；2.5 分/题，满分 50 分）

21~23 DBA      24~27 CCAD      28~31 CBAA      32~35 AABB      36~40 DFGAC

### 三、语言运用

#### 第一节（共 15 小题；1 分/题，满分 15 分）

41~45 CDABD      46~50 CAADB      51~55 DCABC

#### 第二节（共 10 小题；1.5 分/题，满分 15 分）

56. us      57. to display      58. What      59. so      60. recognition  
61. showing      62. was created      63. highly      64. the      65. of

### 四、写作

#### 第一节（共 1 题，满分 15 分）

One possible version

A practical activity of labor was just held by our school with the purpose of raising the students' awareness of labor and improving our practical skills.

The activity took place on the farm near our school. On arrival, we were divided into two groups. One harvested fruits, such as watermelons and grapes, and the other planted some vegetables and watered them. All of us had great fun.

Tired as we were, we benefited from the activity a lot. Not only did we experience the happiness of harvest, but also we gained some knowledge and skills.

#### 第二节（共 1 题，满分 25 分）

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### 主观题评分建议

(非选择题, 共 55 分)

用黑色碳素笔将答案答在答题卡上, 答在试卷上的答案无效。

#### 第三部分

#### 第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分)

阅读下面短文, 在空白处填入 1 个适当的单词或括号内单词的正确形式。

#### 56~65 小题

本题一旦出现大小写错误、拼写错误、多词、少词等未与答案一致的不给分。

### 书面表达评分原则

#### 第一节 应用文写作 (15 分)

1. 本题总分为 15 分, 按 4 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数量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. 若书写较差, 以致影响交际, 将分数降低一个档次。

<b>第四档</b> <b>(13-15 分)</b>	<b>完全完成试题规定的任务:</b> <ol style="list-style-type: none"><li>1. 覆盖所有内容要点。</li><li>2. 应用的语法结构和词汇能满足任务的要求。</li><li>3. 准确地运用了丰富多样的语法结构和词汇表达。</li><li>4. 语言生动、自然, 得体性强。</li><li>5. 有效地使用了语句间的连接成分, 使全文结构紧凑。</li></ol>
<b>第三档</b> <b>(9-12 分)</b>	<b>基本完成试题规定的任务:</b> <ol style="list-style-type: none"><li>1. 虽漏掉一些内容, 但覆盖所有主要内容;</li><li>2. 应用的语法结构和词汇能满足任务的要求;</li><li>3. 语法结构或词汇应用基本准确, 少许错误主要是由于尝试较复杂的表达所致。</li><li>4. 应用了简单的语句间的连接成分使上下文连贯;</li></ol>

第二档 (4-8 分)	<p>未恰当完成试题规定的任务:</p> <ol style="list-style-type: none"> <li>1. 漏掉或未描述清楚一些主要内容, 写了一些无关内容。</li> <li>2. 语法结构单调、词汇项目有限;</li> <li>3. 有一些语法结构或词汇方面的错误, 但不太影响理解;</li> <li>4. 较少语句间的连接成分, 内容不连贯。</li> </ol>
第一档 (1-3 分)	<p>未完成试题规定的任务:</p> <ol style="list-style-type: none"> <li>1. 明显遗漏主要内容, 原因可能是未理解试题要求;</li> <li>2. 仅仅写了与主题有关的单词或词组;</li> <li>3. 除开头结尾外, 中间摘抄试题文段或默写与题目内容的无关;</li> <li>4. 较多语法结构或词汇方面的错误, 影响对所写内容的理解;</li> </ol>
不得分 (0 分)	<ol style="list-style-type: none"> <li>1. 未能传达给读者任何信息;</li> <li>2. 所写内容与题目要求无关, 或抄写、背诵与题目无关的内容;</li> <li>3. 全文用汉字或汉语拼音写作。</li> </ol>

## 第二节 读后续写 (25 分)

1. 本题总分为 25 分, 按 5 个档次给分。
2. 评分时, 先根据所写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 篇章的逻辑和衔接, 写作内容与所给短文及段落开头语是否衔接得当、富有逻辑性;
  - ② 情节的推进和融洽, 写作内容是否具有合理性、丰富性;
  - ③ 语言的丰富和准确, 是否准确、丰富地运用语法结构和词汇;
  - ④ 文章的贯通和流畅, 是否有效地使用语句间的连接成分, 使行文流畅。
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. 若书写较差, 以致影响交际, 将分数降低一个档次。

### ※ 补充说明:

1. 阅卷老师应先看续写内容的完整度, 从整体情况定档, 即内容比表达重要;
2. 续写两段中的细节若与背景信息相悖的, 酌情扣分甚至降档;
3. 若结尾处有对主题的合理升华和出彩表达, 可加 1-2 分;
4. 仅续写一个段落的, 按第三档中位数 (12.5 分), 在此基础上根据情节、内容、语言等相应扣分。

评分档次	内容安排	逻辑结构	语言表达
第五档 (21-25 分)	创造了丰富、合理的内容，有效地使用了语句间衔接手段，全文结构清晰，意义连贯。	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。
第四档 (16-20 分)	创造了比较丰富、合理的内容，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。	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。
第三档 (11-15 分)	创造了基本合理的内容，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。	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。
第二档 (6-10 分)	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。	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。
第一档 (1-5 分)	有部分内容抄自原文，续写不完整，与原文情境基本脱节。	逻辑上有较多重大问题。	所使用的词汇有限，语法结构单调，错误很多，严重影响理解。
不得分 (0 分)	1. 未作答； 2. 所写内容与题目要求无关，或全篇摘抄、默写与题目无关的内容； 3. 全文用汉字或汉语拼音写作。		



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# 英语听力原文

### Text 1

**W:** It's July 5th, so the summer holiday is only five days away.

**M:** I can't wait to go home.

### Text 2

**W:** If I go to Washington D. C., will you meet me there?

**M:** I have to go to New York first, and then Chicago. But if I have time, I'll meet you there on Friday.

### Text 3

**M:** Excuse me. I'd like to know whether the French dictionary I ordered has arrived.

**W:** Just a moment, sir. Let me check it for you. Oh yes, it has.

### Text 4

**M:** Did you enjoy the movie? Interesting or boring?

**W:** I was too scared. Most of the time, I couldn't even watch it.

### Text 5

**W:** How much did you pay for this second-hand bike?

**M:** 30 dollars, one third of its normal price.

**W:** Well, it's really a good deal.

### Text 6

**M:** What should we buy for the camp, Mary?

**W:** Let's buy some chicken wings. I can cook the chicken wings at the camp.

**M:** I only know how to fry eggs. So let's buy eggs and ham too.

**W:** We also need some bread. And what kind of fruit do you like?

**M:** Apples and bananas.

**W:** OK, you go to pick them for yourself. I'd like to get some peaches.

**M:** Could you do fruit salad for us?

**W:** Of course.

### Text 7

**M:** Hello, Sue! I'm leaving tomorrow on vacation to Italy.

**W:** How nice! When are you going?

**M:** Well, I'm getting up at 7:30 and leaving home in half an hour tomorrow morning.

**W:** Are you driving to the airport, or are you taking a coach?

**M:** Driving. Er, I'm arriving at the airport at 9 o'clock and taking off at 10 o'clock.

**W:** What are you going to do in Italy? Lie on the beach and take a nice sunbath?

**M:** I enjoy sunbathing on the beach. But this holiday is going to be a bit different. It's more of a cultural holiday. I hope to visit some museums, art galleries, taste a bit of the food and the drink, and experience the lifestyle of Italy.

**W:** Sounds pretty interesting.

### Text 8

**M:** Jane, tomorrow is Sunday. Shall we go for a picnic in the Lake District?

**W:** I'd like to, Robert, but I have to go to Mr. Brown's restaurant.

**M:** Are you going to eat there?

**W:** No, I've got a job there.

**M:** A job? What are you going to do there?

**W:** Wash dishes. Every Sunday I go to work there and spend three hours washing dishes.

**M:** Then how do you feel?

**W:** It's kind of boring, because every dish has to be washed six times, but the pay is good. I get twelve dollars for an hour's work.

**M:** Do you think it's worth it?

**W:** Of course it is. Before I got the job, my parents usually gave me twenty dollars a week to buy what I needed. But now I can earn some money by myself.

**M:** You're really great, Jane! Now I've changed my mind. Tomorrow, I will go and find a job too.

### Text 9

**W:** Good morning. The Writing School. Can I help you?

**M:** Oh, hi. I'm ringing about the online writing courses you advertise on the Internet.

**W:** OK. You can see on our website that we have a lot of courses. What are you interested in doing?

**M:** Well, I don't want to publish anything. I just want to improve my own writing.

**W:** Yes, it depends on whether you want to, you know, write creatively or for fun. We also have fiction writing that includes writing children's stories.

**M:** Well, I work in an advertising agency, so I'd like to write better so that I'd like my salary to rise.

**W:** OK, so we can send you our brochure for business writing and if you think it'll be right for you, then you can sign up.

**M:** Great. What happens after that?

**W:** Then we'll send you the course pack.

### Text 10

**W:** Ever since Aja was little she has loved to read. Because of all her books, Aja never felt alone. So she began to collect books. After collecting them for a few years, Aja had a lot of books. However, the other kids in her neighborhood did not read much, and there was no public library nearby. In order to share her books with the kids, Aja came up with an idea. She would begin her own library in her home! And that is exactly what she did. At first, Aja was worried that the neighborhood kids would not come to her library. But when several of them began stopping by her house to look through her books, she relaxed. By and by, more and more kids came to her library to read. Today so many children come to borrow her books that Aja gives them library cards similar to the ones that real libraries use. Aja even helps some of the children learn to read. Everyone thinks Aja's library is wonderful, but she is modest about what she has done. "Just seeing other kids learn to love reading is thanks enough for me," she says.

