

2022学年第二学期天域全国名校协作体 4月阶段性联考 高三年级英语学科参考答案

第一部分 听力 (每小题 1.5 分共 30 分)

1-5. CACAB 6-10. ABABA 11-15. CCBBC 16-20. BABAC

第二部分 阅读理解

第一节 (每小题 2.5 分 共 37.5 分)

21-23 ABD 24-27 BACC 28-31 DCAD 32-35 BDCB

第二节 (每小题 2.5 分, 共 12.5)

36-40 EBGDC

第三部分 语言运用

第一节 完形填空 (每小题 1 分, 共 15 分)

41-45 CDBDA 46-50 BCDAA 51-55 CDBAB

第二节 语法填空 (每小题 1.5 分, 共 15 分)

56. whom 57. had generated 59. Its 58. featuring 60. passionately
61. for 62. loyalty 63. intentions 64. an 65. shared

第四部分 写作

第一节 应用文 (15 分)

Dear David,

I am writing to offer my suggestions for the upcoming World Reading Day celebrations. My proposed theme for this year is "The Power of Stories", which celebrates the impact that stories have on our lives and the world around us.

To bring this theme to life, I suggest hosting a storytelling session where students can share their favorite personal stories, as well as a creative writing workshop where students can learn how to craft their own stories. These activities will not only encourage students to read and appreciate the power of stories, but also provide them with a platform to express themselves creatively and connect with their peers.

Thank you for considering my suggestions.

Yours sincerely,
Li Hua

第二节

Suddenly, Bob remembered something and climbed downstairs where old shoes were stored. Wriggling his way through the sections where old limited-edition shoes were stocked, he searched high and low and finally rested his eyes on the shoe box at the top of the shelf. There it was; the pair bore much resemblance to what Buddy desired but were an older version. He gingerly brought it down and dusted the ash off. Then he contacted Haley's mother and explained his motive. "I want to surprise the girl. Is that OK if I drop off the shoes before six tomorrow morning?" "Sure. Thanks, Mr. White. I'm glad you could help!" Meg said gratefully.

The next morning, Haley was shocked to find a shoe box lying outside her house. She rubbed her sleepy eyes and caught sight of the note stuck on the box. It was written, "Hope Buddy loves them!" Curious to know what was inside, Haley hurriedly opened the box and stood stunned the next minute. Though a bit different, the shoes were what would make Buddy exhilarated. Cradling the shoes in her arms, she cried in joy. Meg, who had been hidden behind the door to eye her daughter's reaction, shed tears, too. She was convinced that something else illuminated her that day — two golden hearts.

附:

新高考 1 卷 高三英语学科 试题 第1页(共 5 页)

应用文评分标准

一、评分原则

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。

二、各档次的给分范围和要求

档次	描述
第五档 (13—15)	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)	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)	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目的。
第二档 (4—6)	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，内容缺乏连贯性。 信息未能清楚地传达给读者。
第一档 (1—3)	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。

读后续写评分标准

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, 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

第五档 (21~25 分)

- 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。
- 所使用的语法结构或词汇丰富、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, 使所续写短文结构紧凑。

第四档 (16~20 分)

- 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。
- 所使用的语法结构或词汇较为丰富、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 分)

- 与所给短文融洽度较为紧密, 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。
- 应用的语法结构或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 分)

- 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。
- 语法结构简单, 词汇项目有限, 有些语法结构和词汇方面的错误, 影响了意义表达;
- 较少使用语句间的连接成分, 全文内容缺少连贯性。

第一档 (1~5 分)

- 与所提供的短文和开头语的衔接差;
- 产出内容太少, 很少使用短文中标出的关键词语。
- 语法结构简单, 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;
- 缺乏使用语句间的连接成分, 全文内容不连贯。

0 分

白卷、内容太少无法评判或所写内容均与所提供内容无关。

录音稿

第一节

(Text 1)

W: Hey, Warren. Would you like to go to the park today?

M: I am sorry, Fatima. Since it's so hot, I'm thinking about going to the shopping center instead.

W: That sounds good! Can I join you?

M: Sure. Let me go home first to have a shower. Then, let's hit the center!

(Text 2)

M: What can you do in the sports club?

W: Oh, the usual things, tennis, swimming, indoor golf, and yoga ... but basically I just use the swimming pool.

(Text 3)

M: Would you like a drink of something? Cola, a beer, or water?

W: You know, I'm on a diet, so I don't drink cola. And I never drink beer.

M: OK. I see.

(Text 4)

W: Brad, we've been here in the cafe for nearly two hours. I need my book now! No more waiting!

M: Let's wait for Tim a little longer. He'll be here with your book any minute now.

W: You told me that an hour ago. It's already noon!

(Text 5)

M: Hi! I'm Paul. You're new here, aren't you?

W: Oh, hi! My name is Jenny.

M: Where are you from?

W: I am from Canada. My dad got a new job here, so we moved and my brother and I will both study here.

第二节

(Text 6)

M: How about the class size in your hometown?

W: Well, in Brazil, we usually have lecture classes with about forty or fifty students and sometimes you'd find it hard to control the classes. Here, my English classes are much smaller, around fifteen students.

M: Which do you like better?

W: Well, I prefer smaller classes because it's better for my English. I have a chance to talk more and discuss things in class, so my English has improved a lot.

(Text 7)

W: Hello, Tim. What's up?

M: I had a real disaster last night.

W: Oh no. What happened?

M: Well, I was preparing my presentation for today's sales conference and my computer crashed. I'd nearly finished my PowerPoint slides, and my computer just closed down. It went completely dead. I'd lost my whole presentation.

W: That's terrible, Tim! So what did you do?

M: Well, I explained the problem to my boss this morning, and he canceled the meeting. But he's really not happy. I've got to see him now.

W: I'm so sorry. Good luck.

(Text 8)

M: Ella, about the advertisement in the student magazine, have you found a suitable photo?

W: I've got three possible photos here.

M: Nice photos. Well, to my mind the one with the girls is better. It's more modern. But teenagers these days are so different from when I was young. Can you tell me how modern teenagers have fun?

W: Well, the way I see it, teenagers do the same things that they've always done. Maybe they use technology — you know, mobiles — but they still hang out with their friends, watch films, just like

in the past.

M: So what sort of advertisements do they like?

W: Well, you have to bear in mind that they don't like things that are childish.

M: Yes, I see.

W: So I think the black and white photo is the best. The main reason is that it appeals to teenagers.

M: Well, in my opinion you're right. Teenagers see thousands of images every day and this photo stands out. You don't often see old-fashioned black and white photos of teenagers.

(Text 9)

W: Hello?

M: Hello. I'm ringing about the advertisement for the bookcases. Are they still available?

W: We still have two.

M: Right. I'm looking for something to fit in my study. Can you tell me how wide each of them is?

W: Yes, they're both 75 cm wide and 180 cm high.

M: OK ... And I don't want anything that looks too serious ... not metal or stone, for example. I was really looking for something made of wood.

W: They are, both of them.

M: So, are they the same price?

W: No, the first bookcase is a bit cheaper. It's just 15 dollars. We paid 60 dollars for it just five years ago. It's yellow now, but you could easily change it.

M: Yes, I'd probably paint it white if I got it. What about the second one?

W: It's light brown and 30 dollars.

M: OK. I want both.

(Text 10)

M: Today, I'd like to tell you about a novel called *Bend It Like Beckham*. You may have watched the film which is a light-hearted comedy. The novel *Bend It Like Beckham* was written by Narinder Dhami after the release of the film in the previous year. It tells the story of Jess, the 18-year-old student, the daughter of Punjabi Sikhs living in London. Jess loves football and is a fan of David Beckham, but her parents forbid her to play because she is a girl and she can't do that kind of thing. In spite of this, she secretly joins a local team, where she makes friends with Jules and falls in love with her coach, Joe. While Jess's parents pay more attention to her sister's wedding, Jess travels to Hamburg to take part in a tournament.

Back in the U.K., the team reaches the final of the league but the match is due to take place on the same day as the wedding.

Eventually, Jess persuades her father to let her play and she scores the winning goal. After the match, both Jess and Jules are offered football scholarships at universities in the U.S.

The film, starring Parminder Nagra as Jess, Keira Knightley as Jules and Jonathan Rhys Meyers as Joe, was a surprise success.

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