

泉州市 2024 届高三毕业班质量监测（一）
英语试题参考答案及评分标准

第一部分 听力（共两节，满分 30 分）

1—5 ACACB 6—10 CBABA 11—15 CCACB 16—20 BABAC

第二部分 阅读（共两节，满分 50 分）

第一节（共 15 小题；每小题 2.5 分，满分 37.5 分）

21—25 ABACA 26—30 BDDCC 31—35 DBCDB

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

36—40 FDAGC

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 BCDAB 46—50 CADAD 51—55 BCACD

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56. includes 57. methods 58. titled 59. officially 60. effective

61. on 62. improvement 63. to maintain 64. the 65. and

第四部分 写作（共两节，满分 40 分）

第一节（满分 15 分）

【作答示例】

Dear Terry,

I am writing to invite you to attend a weekend activity to promote the world heritage city Quanzhou at the Marine Silk Road International Research Camp.

An opening ceremony will be held on Saturday morning, followed by a lecture on the history of Quanzhou and introductions on the heritage sites. We are going to visit some heritage sites in the city area. Chances of making handiworks and exhibiting your team products will be offered as well, to make this activity fruitful and unforgettable. At the end of this activity, a certificate of world heritage city tour promoter will be issued. Isn't it amazing?

We are expecting both your participation and suggestions on our tourism development.

Yours,

Li Hua

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 和多于 100 的，酌情扣分。
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，可将分数降低一个档次。

二、内容要点

1. 活动过程；
2. 活动意义。



【说明】内容要点可用不同方式表达；应紧扣主题，可适当发挥。

三、各档次的评分范围和要求

第五档 13~15分	<p>完全完成了试题规定的任务。</p> <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	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> —虽漏掉1、2个次要点，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	<p>基本完成了试题规定的任务。</p> <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。 —有一些语法结构和词汇方面的错误，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分	<p>未适当完成试题规定的任务。</p> <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，内容缺少连贯性。 —信息未能清楚地传达给读者。
第一档 1~3分	<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分	<p>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。</p>

第二节（满分25分）

【作参示例】

At our next group meeting, I tried to bring up my concerns in a friendly way. I carefully explained grading rules of the project and suggested that they take it seriously. "Since we're a team, we rely on each other to do the best we can." I told them, assuring everybody that we could seek solutions together if troubles arose. My sincerity persuaded my teammates. Emma, Angela, and Bernard all ended up doing their share. The following days witnessed our lively discussion and



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cooperation. Shining moments occurred when the girls added fashion information and Bernard put humour to our work. As we handed in our assignment, I felt my stress relieved.

Finally, we were amazed to receive the grade for our group project. Right as the teacher said, our group work was graded majorly based on efforts of each member. It was not excellent but good enough to reward what we had prepared and contributed. Smile spread across my teammates' faces. They genuinely thanked me as it was my inclusive attitude that helped them get work done, which I owed to my mom's golden advice. Next time when you are stuck with teamwork troubles, don't shoulder everything but try a friendly communication.

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，主要从内容、语言表达和篇章结构三个方面考查，具体为：
 - (1) 续写内容的质量、续写的完整性以及与原文情境的融洽度。
 - (2) 所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，应先根据作答的整体情况确定其所属的档次，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) 词数少于 120 的，酌情扣分。
 - (2) 单词拼写和标点符号是写作规范的重要方面，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。
 - (3) 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)	一创造了丰富、合理的内容，富有逻辑性，续写完整，与原文情境融合度高。 二使用了多样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。 三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)	一创造了比较丰富、合理的内容，比较富有逻辑性，续写比较完整，与原文情境融合度比较高。 二使用了比较多样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。 三比较有效地使用了语句间衔接手段，全文结构清晰，意义连贯。
第三档 (11~15分)	一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。 二使用了简单的词汇和语法结构，有一些错误和不恰当之处，但基本不影响理解。 三基本有效地使用了语句间的衔接手段，全文结构基本清晰，意义基本连贯。
第二档	一未能创造合理的内容，全文逻辑性较差，续写不完整，与原文相关度不高。



(6~10分)	—使用了较少词汇和语法结构，有较多错误，影响理解。 —很少使用语句间的衔接手段，结构不够清晰，意义不够连贯。
第一档	—未能创造合理的内容，全文逻辑性差，续写不完整，与原文情境无关。
(1~5分)	—未能使用合适的词汇和语法结构，有很多错误，影响理解。 —未能使用语句间的衔接手段，结构不清晰，意义不连贯。
0分	—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。

泉州市 2024 届高中毕业班质量监测（一）英语听力部分录音稿

Text 1

M: Excuse me. I've come for an interview. My name is Jacob Smith.

W: Oh, yes, Jacob. The personnel manager is expecting you. I'm Maria Santos, the secretary.

Text 2

W: Bob, what kind of poetry do you like? Humorous or romantic poems?

M: I care for neither. For me, a poem must be realistic, and it is inspiring and touches my heart.

Text 3

W: Do you know about the special events of Science World this week?

M: Yes. There's a program of special events, where visitors can do some experiments with water on Tuesday afternoon, join an Electricity Workshop on Wednesday morning, and explore human bodies on Thursday afternoon.

Text 4

M: I'd like to have a talk with your director sometime this week. Could you arrange it for me?

W: He's rather busy these days. But I'll see what I can do.

Text 5

W: I'm afraid that I'm not going to pay the service charge or give a tip, as I don't feel satisfied with it. The waiter wasn't always at service.

M: I'm terribly sorry. I'll pass on your complaints to the manager right away.

Text 6

M: Ava, I heard you won the top prize of a short story competition last week. Congratulations!

W: Thanks.

M: What is your story about?

W: It's about a goose chick. There's something wrong with his left foot, which makes him walk in a funny way and he has trouble in swimming well. But he manages to overcome this problem and learns to swim as well as others. Anyway, it is by no means a heartbreaking story.

M: So why did you write the story?

W: I want people who read it to get encouraged and try to overcome their own problems.

Text 7

W: Andersen, I'm planning a visit to Beijing for a week. Since you've been working in our company's Beijing branch for three years, can you recommend some places to experience the culture there?

M: Sure. To experience Beijing culture, you can't miss its Hutong and Siheyuan. It's said that the real culture of Beijing lies in the culture of Hutong and Siheyuan. They give an insight to the old lifestyle of ordinary Beijingers and have special appeal to tourists.



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Text 8

W: I was lucky. There seems to be a shortage of high school teachers now. I applied to three schools, and each one offered me a position.

M: That's great. Which one did you like?

W: I haven't decided yet. Of course, it would be easiest for me to stay here in New York or go back home to Boston. But I prefer California. What's your plan?

M: Well, I applied to six newspapers. Last week I had an interview with one of them.

W: How did it go?

M: Not so well. I think they're looking for people with some experience.

W: Have you had any other interviews?

M: No, not yet. It seems that everyone wants to be a writer these days. There just aren't that many jobs out there.

W: That's too bad.

M: Yes. I had hoped to have a job lined up by graduation. That doesn't seem likely now.

W: What will you do if you can't find a job?

M: In that case, I'll begin working on a master's degree in the fall.

W: Good luck!

Text 9

M: Lucy, here's an interesting study by Bell Labs in New Jersey, a very high IQ place.

W: What do people in Bell Labs do and what is the study about?

M: Well, they do research into development for the communication industry. They once chose a group of ten stars in productivity and effectiveness from 150 engineers, and then compared them with everyone else.

W: What did they find?

M: It turned out there was no difference in IQ, no difference in academic qualifications, no difference in years on the job. The only difference was emotional intelligence. The stars were people who knew how to get along, who knew how to motivate themselves.

W: People with high EQ have higher chances to succeed in work and life.

M: Yes. The study finds that when the stars came across a technical problem and needed to turn to someone else for an answer, they'd e-mail and get an answer right away, because they built up a network of people before they needed them. The other people might wait up to two weeks for an answer.

W: That makes sense. They know how to maintain good interpersonal relationship.

Text 10

DNA is the whole "map" of the human body. It is something that all humans have, and it tells the body what to do. People have been trying to understand the human body for a long time. In 1860, Mr. Mendel discovered why we look so much like our parents. It is because of small things, which are now called "genes", in our body. The chemical DNA was first discovered in 1869, but its role was not demonstrated until 1943. In 1953, two scientists found out that those small parts are really messages. They're written in the DNA with a special language. In 1961, another two scientists found the first "word" that they could understand in that language. It shows how DNA tells the cell to build its parts. So far, scientists have now found all the words in the DNA map, but we still don't understand what they all do. By understanding what just one "word" means, we can help to save people from several illnesses. So the more we understand, the more doctors will be able to do. Most people hope that this will help to make better medicine and help sick people. Other people worry



that when we find out more information, we will use it in the wrong way.

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