

2022 学年顺德区普通高中教学质量检测（一）

高三英语

2022.11

本试卷共 8 页，满分 120 分，考试用时 120 分钟。

注意事项：

1. 本试卷分选择题和非选择题两部分。答卷前，考生务必将自己的姓名、考生号、试室号、座位号填写在答题卡上。用 2B 铅笔将答题卡上的相应位置填涂考生号。因听说另考，试题从第二部分的“阅读理解”开始，试题号从“21”开始。
2. 回答选择题时，选出每小题答案后，用 2B 铅笔在答题卡上对应题目的答案标号涂黑；如需要改动，用橡皮擦干净后，再选涂其他答案。答案写在试卷上无效。
3. 非选择题必须用黑色字迹的钢笔或签字笔作答，答案必须写在答题卡各题目指定区域内相应位置上；如需要改动，先划掉原来的答案，然后再写上新答案；不准使用铅笔和涂改液。不按以上要求作答无效。
4. 考生必须保证答题卡的整洁。考试结束后，将答题卡交回。

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）

阅读下列短文，从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

**Customized STEM Study Trips for High School Groups**

On our science-based study tours and STEM field trips, the planet becomes the living classroom for high school groups with as few as 10 participating students. We have over 50 years of experience in designing student STEM trips around the globe for all science related subjects - everything from Astronomy to Zoology! You can select from a number of topical areas to add to your curriculum and maximize student learning including, but not limited to:

**Earth Sciences & Geology Trips**

Participate in problem-solving workshops on topics like vectors, exponentials or calculus in physics. Tour the facility at CERN, site of the world's largest particle physics laboratory. Start a geological adventure through Iceland, the land of fire and ice, or explore the alpine landscapes, mountaintops and glaciers of Switzerland.

**Life Sciences & Biodiversity Trips**

Our life sciences and biodiversity programs offer a window into the fascinating worlds of biology, zoology, botany, ecology and many others. Explore the interdependence of various species and their impact on one another in the rainforest of Bolivia. Consider changes in geography, habitat, atmosphere, and how life forms have adapted... or not!

**Mathematics & Technology Trips**

Uncover the significant impact of mathematics and technology on human life in our developing world. Understand how a storm surge barrier works and how countries like the Netherlands use wind turbines to power all of their electric trains. Learn what goes into making and breaking codes like those used in World War II.

高三英语试卷 第 1 页（共 8 页）

### Green Engineering Trips

Learn the basic function of photovoltaic (光电的) cells and how they form together to make solar panels. Investigate how various factors like temperature and angle impact the performance of solar panels, and take on the role of an engineer and develop the optimal solar panel array for a given geographic location.

We can also customize STEM trips based on your interests and needs. Please contact us at 800-522-2398 or email us today at [educationalpartnerships@worldstrides.org](mailto:educationalpartnerships@worldstrides.org) to discuss other academic themes you are interested in pursuing.

21. What can students do on Earth Sciences & Geology Trips?
- A. Design training workshops.                      B. Do an experiment on fire and ice.  
C. Visit a physics laboratory.                      D. Explore glaciers of the North Pole.
22. Which trips can you take if you enjoy exploring rain forests?
- A. Earth Sciences & Geology Trips                      B. Life Sciences & Biodiversity Trips  
C. Green Engineering Trips                      D. Mathematics & Technology Trips
23. Who is the text intended for?
- A. Travel agencies.                      B. Holidaymakers.  
C. Environmentalists.                      D. High school students.

### B

King Canute couldn't stop the ocean's tide from rolling in — can Africa hold back the desert? That's certainly what the continent is trying to do with its proposed "Great Green Wall", 8,000 km worth of trees that officials hope will stop the advancement of the Sahara desert, which has been rapidly expanding southward.

The project aims to plant 100 million hectares of trees by 2030 across the entire width of Africa. The initiative is a decade in, and around 15% completed, and there have already been benefits for many communities and wildlife. It's bringing life back to the continent's degraded landscapes, providing not only food security and jobs but a reason to stay for the millions who live along its path.

Efforts will be concentrated along the Sahel, a region in Africa that lies between the Sahara in the north and the more tropical savanna in the south. Burkina Faso, Cameroon, Chad, The Gambia, Guinea Mauritania, Mali, Niger, Nigeria, and Senegal all form the Sahel region, where there are up to 50 million people who still live as nomads (游牧民), depending on cattle to sustain their livelihoods. It's one of the poorest places on the planet: a region of hunger, conflict, and low job prospects, made even harder by the ongoing drought.

At a science conference held in December, experts estimated that the wall could have far-reaching influence on weather patterns. Climate models presented at the American Geophysical Union's autumn conference forecast that the finished wall could increase rainfall fourfold in the Sahel and lower average summer temperatures over most of northern Africa. However, the hottest sections of the desert may become even hotter, increasing by up to 1.5 °C.

The wall may seem like a moonshot, but all the best ideas usually are. As Thomas Sankara, former president of Burkina Faso said in 1985, "You cannot carry out fundamental change without a certain degree of madness...The courage to turn your back on the traditional methods, the courage to invent the future."

24. What's the purpose of the "Great Green Wall"?
- A. To protect the original landscapes.
  - B. To bring more wildlife to this region.
  - C. To increase the varieties of local plants.
  - D. To stop the Sahara desert from expanding.
25. What can we know about the Sahel region?
- A. It is in the centre of the Sahara.
  - B. It is home to 50 million cattle.
  - C. It provides a lot of job opportunities.
  - D. It consists of many poor countries.
26. What impact would the wall have on weather patterns?
- A. Free of drought in Africa.
  - B. More rainfall in the Sahel.
  - C. Lower temperatures all year round.
  - D. Cooler weather in the hottest areas.
27. What is the author's attitude to the project?
- A. Favorable.      B. Uncaring.      C. Critical.      D. Ambiguous.

## C

The earliest discovered cave paintings date back to the Upper Paleolithic (旧石器) period. We might expect that they would be simply made, but the cave paintings of Spain and southern France show a high degree of skill. So do the cave paintings in southern Africa. Some of those appear to have been painted as much as 28,000 years ago, which suggests that painting in Africa is as old as painting in Europe. The early Australians may have painted on the walls of rock shelters at least 30,000 years ago.

The researchers identified three principal locations of paintings in the caves of western Europe: in obviously inhabited rock shelters and cave entrances; in galleries near the inhabited areas of caves; and in the inner reaches of caves, whose difficulty of access has been interpreted as a sign that magical-religious activities were performed there.

The subjects of the paintings are mostly animals. The paintings rest on bare walls, with no decoration. Perhaps, like many contemporary peoples, Upper Paleolithic men believed that the drawing of a human image could cause death or injury, and if that were their belief, it might explain why human figures are rarely found in cave art. Another explanation for the focus on animals might be that these people sought to improve their luck at hunting.

The particular symbolic significance of the cave paintings in southwestern France is more clearly revealed by the results of a study. The data suggest that the animals in the cave paintings were mostly the ones that the painters preferred for meat. For example, wild cattle and horses are found more often than we would expect by chance, probably because they were larger and heavier (meatier) than other animals in the environment. In addition, the paintings mostly draw animals that the painters may have feared the most because of their size, speed, natural weapons such as horns. That is, mammoths (猛犸) are drawn more often than deer.



28. What do we know about cave painting in Europe?
- A. It is as much as 28,000 years old.
  - B. It is much more than 30,000 years old.
  - C. It is much older than painting in Australia.
  - D. It is older than painting in southern Africa.
29. What makes people think certain paintings were connected with magical-religious activities?
- A. The paintings were in cave entrances.
  - B. The paintings were in hard-to-reach places.
  - C. The paintings were obviously more attractive.
  - D. The paintings were similar to those in galleries.
30. Why are human figures rarely found in the cave painting?
- A. Human figures could improve their hunting luck.
  - B. Human figures were too difficult to draw at that time.
  - C. The drawings of human figures were believed to cause death.
  - D. The drawings of human figures differ from those of contemporary people.
31. Which best represents hunters' attitude to deer in the Upper Paleolithic period?
- A. Hunters did not fear deer as much as mammoths.
  - B. Hunters didn't hunt deer because of their size and speed.
  - C. Hunters avoided deer because of their natural weapons.
  - D. Hunters preferred deer's meat to those of other animals.

**D**

Adults are often embarrassed about asking for aid. It's an act that can make people feel vulnerable. The moment you ask for directions, you reveal that you are lost. Seeking assistance can feel like you are broadcasting your incompetence.

New research suggests young children don't seek help in school, even when they need it, for the same reason. It has revealed that youngsters as young as age five care deeply about the way others think about them.

To learn more about how children think about reputation, we asked 576 children, ages four to nine, to predict the behavior of two characters in a story. One of the characters genuinely wanted to be smart, and the other merely wanted to seem smart to others. In the study, we told children that both characters did poorly on a test. We then asked which of these characters would be more likely to raise their hand in front of their class to ask the teacher for help.

The four-year-olds were equally likely to choose either of the two characters as the one who would seek help. But by age seven or eight, children thought that the character who wanted to seem smart would be less likely to ask for assistance. And children's expectations were truly "reputational" in nature — they were specifically thinking about how the characters would act in front of peers. When assistance could be sought privately (on a computer rather than in person), children thought both characters were equally likely to ask for it.

When children themselves are the ones struggling, it seems quite possible they, too, might avoid seeking out help when others are present, given our findings. Their unwillingness could seriously slow academic progress.

Such reputational barriers likely require reputation-based solutions. Teachers could give children more opportunities to ask help privately by making themselves available to students for one-on-one conversations. Teachers should help students consider asking questions in front of others as normal, positive behavior. Parents could point out how a child's question kicked off a valuable conversation in which the entire family got to talk and learn together. Adults could praise kids for seeking help. These responses send a strong signal that other people value a willingness to ask for aid and that seeking help is part of a path to success.

32. What does the underlined word "vulnerable" in paragraph 1 probably mean ?  
A. Helpful.                      B. Lazy.                      C. Weak.                      D. Lost.
33. Why are children unwilling to ask for help in front of others?  
A. They care about their reputation.                      B. They want to learn from the adults.  
C. They worry about others' emotions.                      D. They can solve the problem independently.
34. What are children asked to do in the study ?  
A. To pretend to be smart.                      B. To find out which character is smarter.  
C. To choose a character they like.                      D. To predict who would ask for help publicly.
35. Which of the following can be a way to solve reputational barriers?  
A. Parents keep asking kids more questions.  
B. Teachers discourage asking for help privately.  
C. Adults consider asking questions publicly worthwhile.  
D. Teachers reduce one-on-one conversations with students.

**第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)**

阅读下面短文, 从短文后的选项中选出能填入空白处的最佳选项。有两项为多余选项。

Sometimes, you just have to let it all out. There is much to complain about these days. Venting (发泄) can be comfortable, bonding and even productive. Who needs toxic positivity (毒鸡汤) when you can unload your way forward?

\_\_\_36\_\_\_ Complain to the wrong person and your hurt feelings and minor complaint become team gossip. Complain too often and you'll affect the whole office with your complaints, making your co-workers to vent about you. Suddenly, you're in trouble.

There's a right way to blow off steam. If you must air your annoyances, do so carefully and consciously.

Don't vent to your boss, or to colleagues below you in the organization. That will just spark fighting between teams. \_\_\_37\_\_\_ This person should not be involved in the situation that bothers you.

Your complaint should be centred around yourself. \_\_\_38\_\_\_ Keep your comments about co-workers and bosses objective. For example, instead of saying, "Bob was rude," note that Bob interrupted you, and that made you feel like he doesn't have confidence in your work.

\_\_\_39\_\_\_ Anything written will always be risky. Play it safe and try venting to yourself first in a voice memo. Yell into your phone. Play it back privately. Ask yourself, "Do I sound ridiculous?" Then hit delete.

I used to complain about everything on my social-media accounts. I treated it like a diary. I

kept getting involved in online arguments. 40 Exposing my deepest emotions to strangers only raised my anger. I quit social media. I rediscovered the joy of screaming in my bedroom and scrawling(乱涂乱画) in a journal. There's a visceral(发自肺腑的) feeling of the anger translating out through my hands.

- A. Pick someone you trust.
- B. Focus on how you're feeling.
- C. Venting can be risky, though.
- D. Keep it off-screen if you can.
- E. Pretend everything is sunny.
- F. I realized I felt more negative emotions.
- G. There are times when only a vent will do.

### 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)

阅读下面短文, 从每题所给的 A、B、C、D 四个选项中, 选出可以填入空白处的最佳选项。

Thirteen can be a challenging age. Not only did I have to 41 my changing body, I also had to deal with the 42 move from my country home to a crowded suburb.

When we moved, my beloved 43, a small brown pony, had to be sold. Feeling alone, I couldn't eat or sleep. I missed my friends and my pony. My father realized that and 44 an old horse for me in the market. I named him Cowboy.

Cowboy was without a doubt the 45 horse in the world, and he was pigeon-toed and knock-kneed. But I didn't 46 his faults. I loved him beyond all reason. I joined a riding club and 47 rude comments about Cowboy's looks. I never revealed how I felt, but deep down inside, my heart was breaking. This 48 experience made me determined to do something.

And then I realized that my only chance to 49 would be in the timed-speed events. I chose barrel racing(绕桶比赛). For the whole next month I woke up early every day, rode Cowboy five miles to the arena(比赛场), and we 50 for hours in the hot sun.

My turn 51 came. At the signal, we dashed toward the first barrel, quickly whipped around it and with perfect precision rounded the second and thundered on to the third. We tore around the final curve and shot for the 52 line.

No cheers filled the air. The end of our run was met with surprised 53. With the sound of my heart pounding in my ears, I heard the 54 call our time. Cowboy and I had beaten other fancy horses!

I gained much more than a blue ribbon that day. At thirteen, I realized that no matter what the difficulties, I'd always come out a 55 if I wanted something badly enough to work for it. I can be the master of my own destiny.

- |                    |             |              |              |
|--------------------|-------------|--------------|--------------|
| 41. A. worry about | B. adapt to | C. control   | D. stretch   |
| 42. A. upsetting   | B. exciting | C. smooth    | D. wrong     |
| 43. A. leader      | B. idol     | C. companion | D. follower  |
| 44. A. borrowed    | B. donated  | C. drew      | D. purchased |
| 45. A. shortest    | B. ugliest  | C. strongest | D. sweetest  |



- |                  |              |                |               |
|------------------|--------------|----------------|---------------|
| 46. A. point out | B. hold back | C. look into   | D. care about |
| 47. A. received  | B. made      | C. discussed   | D. explained  |
| 48. A. rewarding | B. similar   | C. pleasant    | D. bitter     |
| 49. A. compete   | B. learn     | C. doubt       | D. withdraw   |
| 50. A. waited    | B. rested    | C. farmed      | D. practiced  |
| 51. A. gradually | B. slowly    | C. finally     | D. secretly   |
| 52. A. starting  | B. finishing | C. central     | D. straight   |
| 53. A. smiles    | B. applause  | C. silence     | D. tears      |
| 54. A. audience  | B. announcer | C. competitors | D. guests     |
| 55. A. dreamer   | B. supporter | C. winner      | D. partner    |

第二节 (共 10 小题; 每小题 1.5 分, 总分 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。

In mid-September in 2022, to honor the 110th anniversary of the birth of nuclear physicist Wu Chien-shiung, 56 global online conference was held to mark this anniversary. Compared with physicists such as Marie Curie, Wu is not a household name in China or in the United States, 57 she was one of the most influential nuclear physicists of the 20th century.

Wu was born on May 31, 1912, in Liuhe town, Taicang, 58 the Yangtze River flows into the East Sea. Wu's father, Wu Zhongyi, received a modern 59 (educate) in Shanghai, and in 1913, 60 (found) the first school for girls in Taicang. He aimed 61 (break) the old sexist advocacy that it was women's virtue to have no talents.

The father, absorbing the merits of Western ideas while bearing the great thoughts rooted deep in Chinese culture in mind, had the most profound influence 62 Wu Chien-shiung's life. She spent most of her life in the US, but always wore qipao. Working in the scientific world dominated by men, she never gave up or lowered her standards even if 63 (unequal) treated.

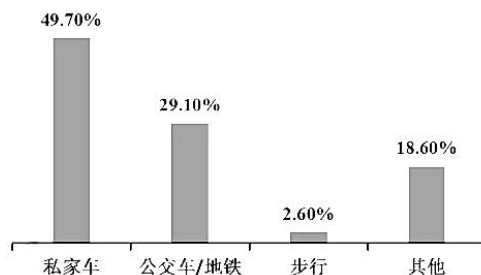
During her 44-year career as a nuclear physicist, Wu's great 64 (achievement) won her nicknames such as "Chinese Madame Curie". She was the first woman to be president of American Physical Society, and the first female winner of the Comstock Prize in physics 65 (give) by the US National Academy of Sciences.

第四部分 写作 (共两节, 满分 40 分)

第一节 (满分 15 分)

学校英文报正在开展以 Means of Transportation Choice 为题的讨论。请使用图表中的调查结果写一篇短文投稿, 内容包括:

1. 出行方式选择状况描述;
2. 简单评论。



城市居民出行方式调查结果 (人数百分比)

注意:

1. 写作词数应为 80 左右;
2. 短文的题目和首句已为你写好, 请在答题卡的相应位置作答。

Means of Transportation Choice

Nowadays, there are various means of transportation for people to choose for their daily needs. \_\_\_\_\_

**第二节 (满分 25 分)**

阅读下面材料, 根据其内容和所给段落开头语续写两段, 使之构成一篇完整的短文。

When my parents first told me I was going to a youth camp, I was not happy. And, to be honest, I was a little scared. My parents said they knew what was best for me. Most of my summer vacations were spent with family at home. I'd miss swimming at swimming pool, riding bikes to park nearby and picnicking there. Why would I want my perfect summer in the suburbs to be interrupted by some stupid youth camp where I wouldn't know anyone? Would they be funny? What camp activities would there be?

I pouted (撅嘴) angrily in the backseat while my dad drove me to the youth camp for the first day. We went past the familiar city amusement parks and finally reached the destination—Lake Erie. I was also upset because the camp organization sent a list of things we should pack and a sari (纱丽) was one of them. As a tomboy (假小子) who lived in jean shorts and T-shirts, a girly fit wasn't on my list of favorite things, not to mention the performance on the last day.

Wearing my best frown, I walked past screaming reunited campers and dragged my way to the girls' cabin. Its tragic emptiness was a perfect match for my pathetic state of mind. I wanted to run after my parents and beg them to take me home, but instead I pulled my bag on an unoccupied bunk bed (上下铺) and unwillingly unpacked. Suddenly, the cabin door sprang open and Mishti bounced in. She threw a lot of questions at me. Where was I from? What school did I go to? Was I good at softball?

Mishti was an experienced camper there. She introduced me to all her friends. We all came from Indian backgrounds and grew up in the same region. We all used the same brand of mosquito repellent (驱蚊剂) recommended strongly by our Indian immigrant parents.

注意:

1. 续写的词数应为 150 左右;
2. 请按如下格式在答题卡的相应位置作答。

My initial worry disappeared and I had great fun there.

I even helped styling the girls' hair on performance day.





many things, including dances that we'd perform for our parents on the last day of camp. I was no longer that moody teenager in the back seat.

I even helped styling the girls' hair on performance day. I, a tomboy, wore that glittery sari with my head up proudly and danced with my new friends elegantly. My mom exchanged a glance with father and they smiled broadly when watching our performance. As the sun dipped into the lake's horizon, my new friends and I held each other tightly and vowed to return next summer. Sometimes, the thing you're most uncomfortable with at first turns out to be the most memorable experience of your life. In the end, my parents actually did know best.

### 评分标准

#### \*\*语法填空评分要求:

与答案不符者不给分

#### \*\*书面表达各档次的给分范围和要求

##### 第一节：应用文写作（满分 15 分）

##### 一、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) 词数少于 60 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

档次	描述
第五档 (13-15 分)	<ul style="list-style-type: none"> <li>- 覆盖了所有内容要点，表述清楚、合理。</li> <li>- 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。</li> <li>- 有效地使用了语句间衔接手段，全文结构清晰，意义连贯。</li> <li>- 完全达到了预期的写作目的。</li> </ul>
第四档 (10-12 分)	<ul style="list-style-type: none"> <li>- 覆盖了所有内容要点，表述比较清楚、合理。</li> <li>- 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。</li> <li>- 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。</li> <li>- 达到了预期的写作目的。</li> </ul>
第三档 (7-9 分)	<ul style="list-style-type: none"> <li>- 覆盖了大部分内容要点，有个别地方表述不够清楚、合理。</li> <li>- 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。</li> <li>- 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。</li> <li>- 基本达到了预期的写作目的。</li> </ul>

第二档 (4-6分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 所使用的词汇有限, 语法结构单调, 错误较多, 影响理解。</li> <li>- 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。</li> <li>- 未能达到预期的写作目的。</li> </ul>
第一档 (1-3分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 所使用的词汇有限, 语法结构单调, 错误很多, 严重影响理解。</li> <li>- 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。</li> <li>- 完全未达到预期的写作目的。</li> </ul>
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。

## 第二节 读后续写 (满分 25 分)

### 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、语言和衔接三个方面考虑, 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) 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

档次	描述
第五档 (21-25分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 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。</li> <li>- 有效地使用了语句间衔接手段, 全文结构清晰, 意义连贯。</li> </ul>
第四档 (16-20分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 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。</li> <li>- 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。</li> </ul>
第三档 (11-15分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 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。</li> <li>- 基本有效地使用了的语句间衔接手段, 全文结构基本清晰, 意义基本连贯。</li> </ul>
第二档 (6-10分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 所使用的词汇有限, 语法结构单调, 错误较多, 影响理解。</li> <li>- 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。</li> </ul>
第一档 (1-5分)	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 所使用的词汇有限, 语法结构单调, 错误很多, 严重影响理解。</li> </ul>



	- 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。

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