

# 2020 年 4 月份温州市普通高中高考适应性测试

## 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 BCBCA                  6-10 CCBAC                  11-15 ABBAC                  16-20 ACBAC

第二部分：阅读理解（共两节，满分 35 分）

第一节（每小题 2.5 分，满分 25 分）    21-23 CCD                  24-26 ACB                  27-30 CDAB

第二节（每小题 2 分，满分 10 分）        31-35 DFBAE

第三部分：（共两节，满分 45 分）

第一节：完形填空（每小题 1.5 分，共 30 分）

36-40 ABCDA                  41-45 BCDAC                  46-50 DADBD                  51-55 ABCBC

第二节：短文填空（每小题 1.5 分，共 15 分）

56.refreshed                  57. determines                  58. suitable                  59. to get                  60. from  
61.hours                  62. when                  63. a                  64. wiser                  65. taking

第四部分：（共两节，满分 40 分）

第一节：应用文写作（满分 15 分）

### 一、评分原则

1. 总分 15 分，按照五个档次给分。
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、美拼写及词汇均可以接受。
6. 如书写较差，以致影响交际，将分数降低一个档次。

### 二、各档次给分范围和要求

|                |  |
|----------------|--|
| 第五档<br>(13-15) | 完全完成了试题规定的任务。<br>—覆盖所有内容要点。<br>—应用了较多的语法结构和词汇。<br>—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。<br>—有效地使用了语句间的连接成分，使全文结构紧凑。<br>完全达到了预期的写作目的。        |
| 第四档<br>(10-12) | 完全完成了试题规定的任务。<br>—虽漏掉 1、2 个次重点，但覆盖所有主要内容。<br>—应用的语法结构和词汇能满足任务的要求。<br>—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。<br>—应用简单的语句间连接成分，使全文结构紧凑。<br>达到了预期的写作目的。 |
| 第三档<br>(7-9)   | 基本完成了试题规定的任务。<br>—虽漏掉一些内容，但覆盖所有主要内容。<br>—应用的语法结构和词汇能满足任务的要求。<br>—有一些语法结构或词汇方面的错误，但不影响理解。<br>—应用简单的语句间连接成分，使全文内容连贯。<br>整体而言，基本达到了预期的写作的目的。              |
| 第二档<br>(4-6 分) | 未适当完成试题规定的任务。<br>—漏掉或未描述清楚一些主要内容，写了一些无关内容。<br>—语法结构单调，词汇项目有限。<br>—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。<br>—较少使用语句间的连接成分，内容缺少连贯性。<br>信息未能清楚地传达给读者。              |
| 第一档<br>(1-3)   | 未完成试题规定的任务。<br>—明显漏掉主要内容，写了一些无关内容，原因可能是未能理解试题要求。<br>—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。<br>—缺乏语句间的连接成分，内容不连贯。<br>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。                   |

### 三、该题具体要求

- (一) 内容要求
- (二) 应用词汇和语法结构的情况
- (三) 上下文的连贯性

按照内容要点展开写作，使用恰当的连接词或表达使文章内容连贯。

#### Possible version 1:

Dear Chris,

I'm Li Hua, a student in your class. I'm writing to ask you for a favor as I'll attend an English interview by Beijing Foreign Studies University next month.

My first concern is how to express myself fluently in English, as I'm afraid of making mistakes whenever I speak. I also wonder if you can give me some tips on impressing the interviewers. Besides, what other preparations should I make?

Looking forward to your reply.

Yours,  
Li Hua  
(80 words)

#### Possible version 2:

Dear Chris,

I'm Li Hua, a student in your class. I'm writing to consult you about my English admission interview by Shanghai International Studies University next month.

Language proficiency is of vital importance for such an interview, so I'm in urgent need of your professional guidance in my oral English. Besides, any constructive advice on interview techniques will be highly appreciated. Finally, if there are any do's and don'ts in terms of dressing, manners and so on, please do let me know.

Sincerely,  
Li Hua  
(85 words)

### 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 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) 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

| 档次             | 描述   |
|----------------|--|
| 第五档<br>(21—25) | — 与所给短文融洽度高，与所提供各段落开头语衔接合理。<br>— 内容丰富，应用了 5 个以上短文中标出的关键词语。<br>— 所使用语法结构和词汇丰富、准确，可能有些许错误，但完全不会影响意义表达。<br>— 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<br>(16—20) | — 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。<br>— 内容比较丰富，应用了 5 个以上短文中标出的关键词语。<br>— 所使用语法结构和词汇较为丰富、准确，可能有些许错误，但不影响意义表达。<br>— 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<br>(11—15) | — 与所给短文关系较为密切，与所提供各段落开头语有一定程度的衔接。<br>— 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。<br>— 应用的语法结构和词汇能满足任务的要求，虽有一些错误，但不影响意义表达。<br>— 应用简单的语句间连接成分，使全文内容连贯。        |
| 第二档<br>(6—10)  | — 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。<br>— 写出了一些有关内容，应用了 3 个以上短文中标出的关键词语。<br>— 语法结构单调，词汇项目有限，有些语法结构和词汇方面的错误，影响了意义的表达。<br>— 较少使用语句间的连接成分，全文内容缺少内容连贯性。 |
| 第一档<br>(1—5)   | — 与所提供短文和开头语的衔接较差。<br>— 产出内容太少，很少使用短文中标出的关键词语。<br>— 语法结构单调，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。<br>— 缺乏语句间的连接成分，全文内容不连贯。                          |
| 0              | 白卷、内容太少无法评判或所写内容与所提供内容无关。  |

**One possible version:**

**Paragraph 1:**

*At home that afternoon, Tim stared at the plastic rat ball. Wondering about the use of the clear plastic ball if Dana had no rat, he started walking up and down the room with a frown on his face. Mom was surprised and asked him what was happening. Tim told her Dana wasn't getting a live rat from her parents but a bike. As they were racking their brains to come up with an appropriate gift, Tim turned around and saw Nezumi on his bed.*

[74 words]

**Paragraph 2:**

*All of a sudden, he had an idea. He lifted Nezumi and squeezed Nezumi into the plastic ball with great caution so that Nezumi would ) be safe from cats and dogs. Seeing this, Mom asked Tim whether he was giving Dana an old cotton rat with one ear as a gift, Tim nodded with a smile saying she would definitely like it. Looking at Mom's confused expression, Tim added that Dana was a Nezumi kind of person who thought old toys were the best.*

[76 words]

**Paragraph 2:**

*All of a sudden, he had an idea. "What about buying a live rat for Dana as she likes rats so much?" Tim asked. Mom smiled and gave him a thumbs-up. Again they drove to the pet store, where Tim found some lovely small rats, each in its own cage running around full of energy. Carefully he examined them one by one and finally chose a gray one looking quite like Nezumi. "This certainly is a surprise yet the best!" Tim beamed at it.*

[76 words]

**听力录音原文**

Text 1

M: It's freezing today! And the wind is biting into my bones like a mad dog.

W: I'd put a coat on if I were you.

Text 2

W: Let me ask you a few questions, Mr Wang. What is your major?

M: I major in computer science.

W: Good. Do you have any working experience before?

M: Yes. I've worked in a company for 5 years.

Text 3

W: So you are self-employed now. How's the pay?

M: Well, it's kind of a personal thing.

W: If the money is good, then I'd like to quit my 9-5 job and work with you!

M: I think you better stick with your job.

Text 4

M: Can I take your coat and hat?

W: Thank you!

M: Everyone is in the living room. Would you care to join us?

W: Yes. I'm eager to see everyone.

M: And the drinks are at the table. Please help yourself.

Text 5

M: I have to go apartment hunting again. Could you give me any suggestions?

W: Well, you can check out the college website.

M: Yeah! It might also be a good idea to tell more friends that I'm looking for a place.

Text 6

W: Good morning. Can I help you?

M: Yes. I'd like some information about your summer courses.

W: All right. There is some information in this brochure. You see, our summer courses can be from 2 to 12 weeks in length for all levels.

M: That's quite flexible and convenient.

W: Actually we also provide service for study tours and summer camps.

M: Well, I am just desperate to improve my English. What about the price of the English course?

W: If you take a two-week course, it is \$382. A four-week course is \$764 and a six-week course is \$1,146. Each additional week will add \$191.

M: OK. I'd like to have a 7 weeks' course.

Text 7

M: Hi, Mary. I bet you had an impressive birthday yesterday.

W: Oh, yes, John. Ann's is around the corner too, right?

M: I remember that. It's tomorrow.

W: Let's go and buy her a present. Here is a good shop. Shall we go inside?

M: No. Let's look in the window first. Now what should we buy her?

W: Let's buy her some chocolate. Her favorite, you know.

M: Why not try something different this year?

W: What about a ring? Look, there are some rings in the window.

M: Oh, they look expensive. I think they are more than we can afford.

W: Well, it will soon be summer time. Shall we buy her a nice dress?

M: That's not a bad idea. Let's go in and have a close look.

Text 8

W: Hi, Ben. How are you? When did you get here?

M: Hi, Sally. I only arrived last night. I prefer to travel on Sundays to miss the working rush.

W: Oh, I've been here for four days now. I like to have a good chance to look around and settle in.

M: I should have come earlier too. That would have left me time to find a job to support my study.

W: Well, do you still plan to be an architect?

M: Yes, it's what I've always wanted to do. And you were planning to do economics, weren't you?

W: Yes, I was, but now I think psychology suits me better.

M: How many textbooks do you have to get? I've been given this long list and I'm sure they'll cost a fortune. See!

W: That looks a lot. It's longer than my list.

M: Well, so I might borrow some of them from the library on Wednesday.

W: When do your lectures start?

M: Tuesday—that's tomorrow! How about yours?

W: Oh, I've got an extra day—the day after yours start.

Text 9

W: Good afternoon. Welcome to Northwest Airlines. How can I help you?

M: I'd like to check in for the 2 o'clock flight to Nairobi.

W: Okay. Oh, that flight has been put off about an hour. Nothing major, just a weather delay. May I have your name, please?

M: Sure, Jim Harkness.

W: (smiles) Got it. I see you're connecting from Beijing.

M: Yeah. I'm the director of the Worldwide Fund for Nature in Beijing. I'm going to Nairobi for a conference on conservation planning.

W: Fascinating. Will you have any luggage to check in?

M: Yes. One bag, one carry-on bag and one laptop. Do I have to weigh all of them?

W: No. Just put the bag on the check scale. What seat would you prefer?

M: I'd like a seat four rows back from those large TV screens if possible.

W: Let me see here. We have one three rows back. Is that okay?

M: Yeah. I just hate being right in front of those screens.

Text 10

Now many people think it's important to stay healthy and be full of energy, but some people think their image is more important and they care too much about their size and want to be thin. In a society where "thin is in", many of us have tried skipping meals or going on diets to lose weight. People who have eating disorders have medical problems that cause disturbances in their eating behavior. Eating disorders require professional treatment. If untreated, they can lead to major health problems or even death. Healthy bodies come in a variety of shapes and sizes. Weight is not the only measurement of health. In fact your weight may say very little about your health. No matter what your shape or body size, you can improve your health by eating a balanced diet, getting regular exercise, and learning to feel good about your body.

命题、审稿：吴文华、赵海霞、裴军、林绳丑、王旭娟、朱文武、宋丽珍、郑秋秋