苏州市2022~2023学年第二学期学业质量阳光指标调研卷

高二英语参考答案 2023.06

第一部分 听力（共20小题；每小题 1.5分，满分30分）

1—5 CBAAB 6—10 BCACA 11—15 BCCAA 16—20 BBCAA

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—23 DCD 24—27 BCCA 28—31 BDAC 32—35 BBCD

第二节（共5小题；每小题2.5分，满分12.5分）

36—40 EGBFA

第三部分：语言知识运用（共三节，满分35分）

第一节（共15小题；每小题1分，满分15分）

41—45 ABDBA 46—50 BCCAB 51—55 CABCA

第二节（共10小题；每小题1分，满分10分）

56. and 57. it 58. cooperation 59. hoping 60. strengthen

61. attended 62. which 63. traditional 64. by 65. will be

第三节（共10小题；每小题1分，满分10分）

66. spacious 67. superior 68. primitive 69. applicants 70. simplified

71. agenda 72. appointment 73. preference 74. refreshed 75. precisely

第四部分 写作（共两节，满分35分）

第一节（满分15分)

Possible version:

Traffic Safety, Our Responsibility

Recently, many teenagers have got injured or even killed in traffic accidents. Many accidents resulted from teenager’s failure to pay attention to traffic safety. Therefore, observing traffic rules is important for everyone. Otherwise, the road traffic will be in chaos and people’s lives will be threatened.

As students, we should do our part to minimize the risk of road accidents. First, it is essential for us to avoid all high-risk road behaviors. For instance, never run a red light or keep staring at the phone while walking. Also, we can appeal to people around us to observe traffic rules. Let’s make joint efforts to keep the road orderly and people safe.(101词)

第二节（满分20分）

Possible version:

*With Jennifer’s help, the bookstore was being turned into a different place.* In one area, a book reading was being delivered. Nearby, customers were pouring over shelves selling stationery, posters and other best-seller-themed gifts. The large board in the corner had been replaced by a big screen, where customers’ comments on the month’s best-seller were being displayed.It also became a place for literature-loving members to get together to participate in various community events, where people could share an experience that couldn’t be downloaded.

*I suddenly saw Casey, who was reading readers’ comments on the big screen, and joined him.* “Well, as you can see, business knowledge combined with creativity has brought my humble bookstore into the 21st century! I’m so pleased to see that everything I wanted it to offer to the community is still here.” Casey said with emotion, tears welling up in his eyes. Patting his shoulder, I felt truly lucky for both Casey and myself to still have the bookstore in the neighborhood to provide people with not only knowledge but also precious memories. (150词)

应用文评分细则

**一、内容要点**

|  |  |  |
| --- | --- | --- |
| 写作类型 | 应用文——短文投稿——倡议书 | |
| 写作时态 | 一般现在时 | 介绍遵守交通规则的重要性 |
| 一般将来时 | 表达期待 |
| 写作人称 | 以第一人称和第三人称为主 | |
| 写作语言 | 语言严谨、真挚、有感染力，能够充分说明遵守交通规则的重要性，并让人意识到交通安全人人有责 | |
| 写作要点 | 第一段 | 引入话题，表明主题，阐述遵守交通规则的重要性（6分） |
| 第二段 | 提出遵守交通规则的具体建议（6分）  发出倡议（2分） |
| 卷面 | （1分） | |

**补充说明：**

1. 以上提供的要点配分仅供参考，不宜死扣，如学生写成三段也可以；

2. 表达的方式和顺序可以不同，并允许有所发挥；

3. 句子语法结构、时态、语态错误为大错；介词、冠词、单词拼写、大小写、标点符号等方面的错误为小错；3处小错相当于1处大错；相同错误只扣一次。

**二、各档次的给分范围和要求**

|  |  |
| --- | --- |
| 第五档 | 完全完成了试题规定的任务。  ● 覆盖所有内容要点。  ● 语法结构和词汇有个别小错误，但为尽量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。  ● 有效地使用了衔接手段，全文结构紧凑，内容连贯。  完全达到了预期的写作目的。 |
| （很好）  13~15分 |
| 第四档 | 完成了试题规定的任务。  ● 虽漏掉一、二个次重点，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。  ● 语法结构和词汇方面应用基本准确，少许错误主要是因为尝试较复杂语法结构或词汇所致。  ● 应用简单的语句间的衔接手段，全文结构紧凑，内容较连贯。  达到了预期的写作目的。 |
| （好）  10~12分 |
| 第三档 | 基本完成了试题规定的任务。  ● 虽漏掉一些内容，但基本覆盖主要内容。  ● 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。  ● 应用简单的衔接手段，内容基本连贯。  整体而言，基本达到了预期的写作目的。 |
| （中等）  7~9分 |
| 第二档 | 未恰当完成试题规定的任务。  ● 漏掉或未清楚描述某些主要内容，写了一些无关内容。  ● 语法结构单一，所用词汇有限。  ● 有一些语法结构或词汇方面的错误，影响了对所写内容的理解。  ● 较少使用衔接手段，内容缺少连贯性。  信息未能清楚地传达给读者。 |
| （较差）  4~6分 |
| 第一档 | 未完成试题规定的任务。  ● 明显遗漏主要内容，写了一些无关内容。  ● 语法结构单一，所用词汇不当。  ● 有较多语法结构或词汇方面的错误，影响内容理解。  ● 缺乏语句间的衔接手段，内容不连贯。  信息未能传达给读者，明显遗漏。 |
| （差）  1~3分 |

读后续写评分细则

1. **内容要点**

第一段：围绕所给首句关键词different写书店的主要变化，变化要呼应原文，即顺应数字时代的潮流和顾客的新需求，并要呼应第二段所给首句关键词screen。如能在描写书店变化的同时又提及书店保留了优良传统（如书店仍是社区居民维系情感的纽带）则与原文融洽度更高。

第二段：围绕我与Casey的交流互动展开，交流内容可以是讨论电子屏上书评的内容，也可以围绕书店的变化以及他们对书店发展现状的感想展开，只要围绕主题，言之有理，均可接受。

1. 各档次的给分要求

|  |  |
| --- | --- |
| 第五档 | ● 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，结构清晰，情节合理，语言流畅；  ● 所使用语法结构和词汇丰富、准确；  ● 有效地使用了语句间的连接成分，使所续写短文结构紧凑。 |
| （很好）  **（17-20分）** |
| 第四档 | ● 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，结构比较清晰，情节比较合理，语言流畅；  ● 所使用语法结构和词汇较为丰富、准确，可能有些许错误，但完全不影响意义表达；  ● 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。 |
| （好）  **（13-16分）** |
| 第三档 | ● 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；  ● 写出了若干有关内容，情节符合逻辑；  ● 应用的语法结构和词汇能满足任务的要求，虽有一些错误，但不影响意义的表达；  ● 应用简单的语句间的连接成分，使全文内容连贯。 |
| （中等）  **（9-12分）** |
| 第二档 | ● 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；  ● 写出了一些有关内容，有一定的故事情节；  ● 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；  ● 较少使用语句间的连接成分，全文内容缺少连贯性。 |
| （较差）  **（5-8分）** |
| 第一档 | ● 与所给短文和开头语的衔接较差；  ● 产出内容太少，故事情节不清晰；  ● 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；  ● 缺乏语句间的连接成分，全文内容不连贯。 |
| （差）  **（1-4分）** |

听力材料

**Text 1**

W: There’s no school tomorrow, as the teachers are having a training day.

M: Well, I hope you’re not planning to stay at home all day.

W: No. I’ve got plans to meet up with Sophie at the library to work on our history project.

**Text 2**

M: What do you think of your gym? I’m considering becoming a member.

W: Well, I don’t know much about the fitness classes, but I spend most of my time in the weightlifting room.And swimming in the pool looks pretty good. I keep thinking I should try it!

**Text 3**

W: We need to buy a card for Sarah’s birthday party on Friday.

M: Oh, I got one yesterday, when I was at the supermarket. I’m not sure what to give her as a gift, though.

W: What about a ticket to that art show we went to last week?

**Text 4**

W: Where have you been? You’ve been late for 30 minutes! I’ve been calling and sending you messages.

M: I’m so sorry. I couldn’t remember where we had decided to meet. I broke my phone yesterday so I couldn’t check the details.

**Text 5**

W: If we do get a dog, it needs to be good with kids.

M: Definitely. And it should be okay with being alone while we’re at work or school.

W: And I don’t want one that loses a lot of hair.

**Text 6**

M: Hi… Can you help me? There are so many walking boots here. I don’t know which to choose.

W: Sure. What sort of activity do you need them for?

M: I’m going camping with some friends.

W: Well then, I’d recommend these. They’re light and have special protection that keeps out water!

M: Great. Can I try them on?

W: Sure. What size are you?

M: Usually an 8.I have quite small feet!

W: Okay. Well, let’s try a size 9. It’s best to leave plenty of room to wear thick sports socks.

**Text 7**

M: Is everything okay? You look a bit stressed!

W: I’m okay. I’m just concentrating on this bus map.

M: Are you planning a trip?

W: I’ve got an interview on Monday, and it’s on the other side of the city. My dad needs the car, so I need to get there by myself.

M: You’d better use the subway. Buses are always slow.

W: I would, usually. But this place isn’t anywhere near a subway station.

M: Oh, fair enough.

W: I think if I take Bus No. 15, it should get me where I need to be by 10:05 a.m. That leaves me 25 minutes before the interview starts.

M: Sounds like you’ve got it all figured out.

W: Hopefully! I’m really looking forward to it, actually. I can’t wait to get in there and show them what I can do!

**Text 8**

W: How was your first day, son?

M: Really good! I’ve made some new friends. And a lot of my old friends from primary school were there, so that’s good.

W: Wonderful!

M: Here… My teacher gave everyone a letter about a school trip this term.

W: Already? Okay… What’s it about?

M: We’re going to a science show at the local museum.

W: That sounds interesting! It’s on the 21st of January, so…exactly two weeks from today.

M: Yes, we need to pay for the trip by the end of the week.

W: Okay, no problem. Let’s get some money out now before I forget. Well, I actually think the bank closes early today.

M: Maybe we should use the cash machine at the supermarket.

W: That’s a good idea. I need to buy some milk and bread anyway. And you can choose something nice for dinner tonight.

M: Okay!

**Text 9**

W: Hi Benjamin. It’s Gina.

M: Oh, hi! I’m looking forward to tomorrow.

W: I was too! But that’s actually why I’m calling… I’m not going to be able to make it. I’ve hurt my ankle.

M: Oh, no! How did it happen?

W: We were trying to learn a new move in my dance class, and I just tripped and fell. I don’t think I can manage five miles of hill walking.

M: You poor thing. Have you seen a doctor?

W: Yes, I went to the hospital right after the accident happened. Dr. Brian said it’s not broken, but it’s going to take weeks to get better.

M: Well, don’t worry. We’ll find a new date to go walking. Do you want to do something else tomorrow, instead?

W: Like what?

M: We could go out to dinner. Or go and see a movie?

W: Oh! I think that new history film we were talking about is showing at the Roxy now.

M: Well, let’s do that instead, then.

W: Sounds like a plan!

**Text 10**

I’m so glad to begin our course on personal skills. My lessons focus on soft skills, which include communication, teamwork and other interpersonal skills. I’ve taught these skills to young students, college teachers, workers, and everyone in between. Now, I’ve been hired to help all the company managers here today. My job is to teach you skills to make your lives easier and increase your creative thinking. Then, you will be able to lead your staff members better and achieve more.

So, for this soft skills course, we’ll have sections on five basic skills: listening, communication, problem-solving, awareness, and emotional understanding. Many of these may seem like personal issues, but they’re proven to make your work and life easier. For our two-week course, we’ll mainly focus on communication skills.

Also, given that we have such short lessons, we’ll start immediately. Please, look at our introduction sheet. You’ll see that the first exercise is idea creation. So, we’ll begin by sharing ways to improve our soft skills. Please, start sharing ideas, and I’ll write them down on the whiteboard.