**2022** 届高三练习卷

参考答案

英 语

参考答案：

1—5 ABBAB

21—25 CBDBA

41—45 BCBDA

6— 10 CBBCB

26—30 CBAAD

46—50 ACCDA

11— 15 ACCAC

31—35 CDBCD

51—55 BADAC

16—20 BCCAA

36—40 ADEBF

56. which 57. influential 58. has been learning/ has learned/ has learnt 59. himself

60. distinguishing 61. Without 62. closely 63. philosophies 64. trapped 65. what

应用文

Dear Sir or Madam,

I am writing to apply for a volunteer position in our community library during the summer break.

As a graduating high school student who has a passion for volunteering, I will have enough time and energy to invest in my community. Besides, I am an enthusiastic, reliable and responsible person. Not only can I shelve and organize books, but also I can assist library users in finding what they want. I am sure that I can deliver excellent library service to our customers.

I would appreciate it if you could offer me the opportunity. Looking forward to your reply.

Yours, Li Hua

读后续写

*Immediately* *the* *pupils* *brought* *out* *the* *drinks* *and* *food.* For an instant, Mr. Read was speechless and his eyes took on a misty look. Then, he was back to his normal self again. As he took his first bite of a cake, everyone cheered and clapped. After the meal, Mr. Read gave a farewell speech. He spoke for fifteen minutes, thanking the class for taking the trouble to hold the party and for being such caring pupils. His speech was also peppered with sound advice for us.

*After* *Mr.* *Read’s* *speech,* *I* *was* *given* *the* *honour* *of* *presenting* *our* *farewell* *gift* *to* *him.* We knew him to be a great fan of mystery and detective novels, so we had bought for him the “Complete Sherlock Holmes” . When he unwrapped the gift, we saw two large beads of tears rolling down his cheeks. He was very deeply moved. Just at that time, the school bell rang. It was time to say goodbye, and each pupil hugged Mr. Read for one last time before heading for home.

录音原文：

(Text 1)

W: I can’t keep up with all this work.

M: What’s the problem?

W: My professor keeps giving us more and more chapters to read. I can’t possibly get through it and do the assignments.

(Text 2)

M: Please, don’t carry your backpack round the museum.

W: Oh, sorry. I left all my school papers somewhere in a blue box. And I can’t find them. M: Which rooms have you been in?

W: Well, first, I went to that one where all the jackets and things are … Ah, that’s where it is! (Text 3)

M: What did you think of the speaker’s topic?

W: Personally, I thought it was rather dry. It was like listening to someone read from a textbook. M: You’re right. I hope the next lecture won’t be as dull.

(Text 4)

M: Well, thanks for a pleasant evening. I really enjoyed the chicken.

W: I’m glad you like it. It’s my mother’s special recipe.

(Text 5)

M: Do you realize that automated machinery accounts for 34% of all industrial labor? W: I hadn’t the slightest idea.

M: I’m serious. I wonder if we will need to do any work at all someday.

W: Machines will never replace manpower completely.

(Text 6)

M: Isn’t it a lovely day today?

W: You think so? The sun is blinding! I wish there were a few clouds in the sky. M: Do you know what would really cool things down? A little rain!

W: But then we’d be stuck inside!

M: There’re lots of things you can do on a rainy day. Watch TV, play computer games, cards,

board games … plus, it’s good for the trees and grass.

W: I want to be outside! On a clear day you can play sports, go shopping, or have a picnic. M: That does sound like fun. Why don’t we go play badminton?

W: Yeah, let’s go!

(Text 7)

M: Hi, I want to know your business hours. Does the bank open on weekends, as well?

W: We’re closed on Sundays. But on Saturdays, we open at 9 a.m. and close at 3 p.m., which is 2 hours earlier than weekdays.

M: Oh, okay. If I arrive at around 4:30 tomorrow afternoon, can I open a new bank account? W: Of course. Sometimes, it’s very crowded though.

M: And does it usually take long to open a new account?

W: It depends. Usually it takes about thirty minutes, but if you bring a downloaded application form all filled out before the visit, it can save some time. You can download it from our website.

Oh, and you must bring some identification.

(Text 8)

W: Hi Sam. Did you go to the college fashion show last week?

M: Hi, Emma! Yes, I did! Did you?

W: Yes, I went with some friends, but I didn’t see you there. Did you go alone?

M: I was going to go with a friend from college, but he was busy, so I went with my cousin Anna.

She’s studying fashion design at university.

W: When did you go? We were there on Sunday.

M: We actually went twice, once on Friday afternoon and then again on Saturday for the costume

show.

W: I missed that one. The children’s fashion show was interesting, but I didn’t like the sports

clothes one. My friend Melissa didn’t like it, either. She said it was boring.

M: That was Anna’s opinion, too, but I thought all the shows were brilliant.

(Text 9)

M: I’m with Ella Fletcher, who’s currently working as a lighting technician at a theatre. Ella, welcome. What attracted you to this job?

W: Well, I’ve always been interested in brightly-colored light shows, like the ones you see at rock concerts. I’ve always been keen on fireworks displays too. But I think a play I went to ages ago was the original inspiration – the memory of the amazing lighting they used has stayed with me.

M: So what do theatre lighting technicians do, exactly?

W: Well, our theatre director once said many people think we just turn the lights on and off at the beginning and end of a performance. In fact, lighting technicians really help the audience to get what’s happening on the stage during a play.

M: You started getting involved with stage lighting at school, didn’t you?

W: I did. For the first play I helped with, I drew up a really detailed plan for the play lighting. My teacher was impressed – but then politely pointed out the play was actually set during the day, so no darkness was required!

(Text 10)

M: Good morning and welcome to our conference on the toy industry. I’d like to start by saying a few words about what you can expect from the conference, since some of the details on the original plan have changed. After the introduction by Sally Connor, Kenji Nakamura will give a talk. That’s from 10 a.m. to 11:30 a.m. He will tell you about the most recent developments in the toy industry in Japan and will show a short film. This will be followed by the question part. Then at 12:00, we’ll have a break for lunch. This will be a buffet meal, served in Victoria Hall, which is on the opposite side of the building, next to the library. After lunch, we’ll return here for *Toys* *in* *Britain:* *Success* *and* *Failure*. This talk will be given by Robert Price who, as you know, is the owner of a chain of over 200 toy shops in the UK. The next talk *What’s* *Next* *for* *Toys?* will take place immediately after this, at 3:30. This will be given by Sarah Smith, who is, of course, our Sales Manager. Sarah’s talk will finish at 5 p.m. After that, tea and juice will be served in the Green Room, which is on the first floor. Please join us there and …

**2022** 届高三练习卷

写作评分说明

第一节： 应用文写作(满分 **15** 分)

文章总共分三部分，包括 (1) 写信目的; (2) 个人优势；(3) 能做的事情。如三个部 分都涵盖， 文章段落分明，书写清楚，字数达到要求，表达无太多错误，得分则应在 10 分 以上。

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衡量、确 定或调整档次， 最后给分。

3. 词数少于60或多于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，以至影响交际， 将分数降低一个档次。

二、各档次的给分范围和要求

第五档 (13-15 分) 完全完成了试题规定的任务。完全达到了预期的写作目的。

1. 覆盖所有内容要点。

2. 应用了较多的语法结构和词汇。

3. 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。

4. 有效地使用了语句间的连接成分， 使全文结构紧凑。

第四档 (10-12 分) 完成了试题规定的任务。 达到了预期的写作目的。

1. 虽漏掉一、二个次重点，但覆盖所有主要内容。

2. 应用的语法结构和词汇能满足任务的要求。

3. 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。

4. 应用简单的语句间的连接成分，使全文结构紧凑。

第三档 (7-9 分) 基本完成了试题规定的任务。 整体而言，基本达到了预期的写作目的。

1. 虽漏掉一些内容，但覆盖所有主要内容。

2. 应用的语法结构和词汇能满足任务的要求。

3. 有一些语法结构或词汇方面的错误，但不影响理解。

4. 应用简单的语句间的连接成分，使全文内容连贯。

第二档 (4-6 分) 未恰当完成试题规定的任务。 信息未能清楚地传达给读者。

1. 漏掉或未描述清楚一些主要内容， 写了一些无关内容。

2. 语法结构单调、词汇项目有限。

3. 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。

4. 较少使用语句间的连接成分， 内容缺少连贯性。

第一档 (1-3 分) 未完成试题规定的任务。 信息未能传达给读者。

1. 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。

2. 语法结构单调、词汇项目有限。

3. 较多语法结构或词汇方面的错误， 影响对写作内容的理解。

4. 缺乏语句间的连接成分，内容不连贯。

不得分：(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。

第二节 读后续写(满分 **25** 分)

一、评分说明

1. 评分原则：

本题总分为 25 分， 按 5 个档次给分。

给分公平、公正；宽严并济，不能过严或过松；得分有理，扣分有据。

2. 评分标准： 立意积极、情节合理、语言水平及风格(语言风格与前文一致)、书写美观。

三个逻辑一致原则：续写部分与所给短文之间的逻辑； 续写两段内容之间的逻辑；续写 部分与所给开头语之间的逻辑。

3. 评分程序:

阅读第 1 遍：根据续写总体情节及重点内容描写， 初步确定所属档次。 阅读第 2 遍：根据写作语言(修辞、句式、词汇等)，确定或调整档次。 阅读第 3 遍：看词数(少于 130 个， 从总分中扣 2 分)；

看书写 (书写及卷面较差的建议降为三档或三档以下)。

二、 各档次的给分范围和要求

|  |  |
| --- | --- |
| 档次 | 描述 |
| 第五档 (21—25) | 1. 与所给短文融洽度高，与所提供各段落开头语衔接合理。  2. 内容丰富。  3. 所使用语法结构和词汇丰富、准确，可能有些许错误，但完全不影响意义 表达。  4. 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) | 1. 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。  2. 内容比较丰富。  3. 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。  4. 比较有效地使用了语句间的连接成分，使所续写的短文结构紧凑。 |
| 第三档 (11— 15) | 1. 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。  2. 写出了若干有关内容。  3. 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。  4. 应用简单的语句间连接成分，使全文内容连贯。 |
| 第二档 (6— 10) | 1. 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。  2. 写出了一些有关内容。  3. 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。  4. 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) | 1. 与所提供短文和开头语的衔接较差。  2. 产出内容较少。  3. 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。  4. 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。 |