

英语

参考答案、提示及评分细则

1~5 ACBAB 6~10 BCACC 11~15 ACCCA 16~20 CBBCB

【文章大意】本文是一篇应用文。文章主要介绍了一个网球训练营的基本情况、招生及活动安排。

21. **【答案】**A

【解析】细节理解题。根据第二段“It doesn't matter what skill level your child is currently at, they will be able to receive tennis lessons designed just for them(无论你的孩子目前的技术水平如何,他们都能接受专为他们设计的网球课程)”可知 A 项正确。

22. **【答案】**B

【解析】细节理解题。根据最后一段“They will receive both individual and team instruction, play exhibition tennis matches, and even win prizes.(他们将接受个人和团队指导,参加网球表演赛,甚至赢得奖品。)”可知, B 项“为奖品而比赛”正确。

23. **【答案】**A

【解析】推理判断题。根据第二段最后一句、第三段整段内容以及最后一段最后一句可知,该训练营能提高孩子们的网球水平,因此是有用的。

【文章大意】本文是一篇记叙文。文章主要讲述了加拿大的 Nels 一家将一个废弃的学校改造为水培农场的故事。

24. **【答案】**D

【解析】细节理解题。根据第一段首句“In Saskatchewan, Canada, vegetables have a short growing season.”可知, Saskatchewan 的气候不太适合农业种植。

25. **【答案】**B

【解析】细节理解题。根据第三段首句“The idea to turn the no longer used Stewart Hawke school into a farm came to the Nels when Hudson Bay asked for bids for the building in 2018.”可知,这个水培农场过去是一个学校。

26. **【答案】**B

【解析】细节理解题。根据第二段最后一句“Produce is available in local supermarkets but it is trucked in from far away.”和第五段最后一句中“It actually still tastes fresh when you get it”可知最大优势是蔬菜很新鲜。

27. **【答案】**C

【解析】标题归纳题。阅读全文可知,文章主要讲述了加拿大的 Nels 一家将一个废弃的学校改造为一个水培农场的故事。因此选项 C“一个旧学校变成了一个水培农场”为本文最佳标题。

【文章大意】本文是一篇说明文。文章主要介绍了我们应该需要多少锻炼来抵消我们久坐所造成的负面影响,从而鼓励人们多参加锻炼。

28. **【答案】**D

【解析】推理判断题。根据第一段第一句“We know that spending lots of time sitting down isn't good for us, but just how much exercise is needed to match the negative health effects of sitting down all day?”可知,本文以设问的方式开篇。

29. **【答案】**D

【解析】细节理解题。根据第三段最后一句“In other words, putting in some reasonably intensive activities—cycling, brisk walking, gardening—can lower your risk of an earlier death.”可知,这个研究发现恰当的高强度活动有助于减少早亡的风险。

30. **【答案】**B

【解析】细节理解题。根据第四段中“the benefit of this particular piece of research is that it relied on relatively objective data from wearables—not data self-reported by the participants”可知,这个调查可信是因为它的数据相对来说更客观。

31. **【答案】**C

【解析】推理判断题。根据文章最后一段描述可知,本文的主要目的是通过介绍我们应该需要多少锻炼来抵消我们久坐所造成的负面影响来鼓励我们多参加锻炼。

【文章大意】本文是一篇说明文。文章主要介绍了在塑料污染的影响下,海洋中形成了新的生态系统。

32.【答案】D

【解析】细节理解题。根据第二段首句“The North Pacific ‘Garbage Patch’ is a huge area in the ocean where a lot of plastic waste gets stuck.”以及第五段首句“The Great Pacific Garbage Patch is one of the five areas of garbage that have formed in the middle of huge circular ocean currents called gyres.”可知,这是由巨大的环形洋流造成的。

33.【答案】A

【解析】词义猜测题。联系下文“there may now be a permanent community of coastal species in the middle of the ocean”可知,此处指“这些物种在这里生息繁衍。”

34.【答案】B

【解析】推理判断题。阅读文章最后一段可知,文章作者只是客观地描述了部分垃圾来源与发生在日本的海啸有关。

35.【答案】C

【解析】推理判断题。阅读全文可知,文章主要介绍了在塑料污染的影响下,海洋中形成了新的生态系统。因此本文应该来自一份报纸的环境板块。

【文章大意】本文是一篇说明文。文章主要介绍了配乐对于一部电影的重要性。

36.【答案】B

【解析】联系上一句中“但你知道我们观看的电影中的音乐一直是创造这种神奇体验的重要组成部分吗?”可知,选项 B“如果没有它,很难想象这个场景。”符合语境,与上文构成语义上的顺接关系。

37.【答案】G

【解析】联系上一句“第一部商业有声电影于 1927 年问世。”可知,选项 G“从那时起,音乐就与观影体验紧密相连。”其中 then 指代 1927。

38.【答案】C

【解析】联系上一句“就像为歌剧谱写的音乐一样,电影音乐是用来推动故事和动作的。”及下一句“同样,电影作曲家需要支持剧本的故事情节。”可知,选项 C“歌剧作曲家必须遵循歌剧的文本。”承上启下,符合语境。

39.【答案】D

【解析】联系下一句“但在很多情况下,如果没有音乐,视觉效果的情感力量就不会如此强大。”可知,选项 D“通常情况下,作曲家和电影人都不想让(音乐)盖过电影的风头。”与下一句构成转折关系,符合语境。

40.【答案】E

【解析】本段主要提醒我们注意音乐在电影中的作用。因此选项 E“所以,下次你看电影的时候,要密切注意音乐。”

【文章大意】本文是一篇记叙文。文章作者主要讲述了自己保护一只壁虎的故事。

41.【答案】C

【解析】考查动词。联系下文“*There must be a baby gecko here.*”可知,此处动词表示作者的主观猜测。thought 意为“认为”,符合语境。

42.【答案】D

【解析】考查动词短语。联系下文“*the habit of*”可知,get into 符合语境,意指“养成了在打开它们之前检查烤箱和洗碗机的习惯”。

43.【答案】C

【解析】考查动词。联系下文描述可知,作者检查烤箱和洗碗机的目的是为了不让壁虎受伤。因此用 hurt。

44.【答案】B

【解析】考查名词。联系上一段描述可知,danger 符合语境,意指“尽管如此,对于壁虎来说,在家里烤箱和洗碗机不是最大的危险”。

45.【答案】A

【解析】考查名词。联系下一句中“*wouldn't find enough bugs to eat*”可知,此处指的是“饥饿”。因此用 starvation。

46.【答案】D

【解析】考查形容词。联系下文“I searched everywhere in the... but useless.”可知,此处指“那将会很难”。因此用 tough。

47.【答案】A

【解析】考查名词。联系第一段“While doing some cleaning in my kitchen”可知,此处指“在厨房中”,因此用 kitchen。

48.【答案】C

【解析】考查名词。联系下文“I have a basket that... my collection of oddly shaped or uniquely coloured stones”可知,此处指“一幅一堆石头的画面闪现在我的脑海中”。因此用 stones。

49.【答案】D

【解析】考查动词。联系上文“a pile of...”可知,此处指“我搬开了一块石头”。因此用 removed。

50.【答案】C

【解析】考查动词。联系上文“I... one stone, then another”可知,此处指“我”搬开石头以后发现了一条黄色的小尾巴。因此用 spotted。

51.【答案】B

【解析】考查动词。阅读文章可知,作者把篮子带到外边是为了帮助这只小壁虎。因此他希望这只小壁虎能找到自己的家。hope 意为“希望”,符合语境。

52.【答案】B

【解析】考查动词。联系上一段描述可知,这只小壁虎藏在一堆石头当中,因此作者需要检查才能发现它是否走了。因此用 checked。

53.【答案】C

【解析】考查副词。联系上文“I’d... the habit of checking the oven and dishwasher before I turned them on.”可知,此处指“现在在打开它们之前,我仍旧窥视洗碗机和烤箱里面”。因此用 still。

54.【答案】A

【解析】考查副词。联系上一句描述可知,nevertheless 符合语境,意指“尽管如此,我知道我不是唯一一个关注壁虎的人”。

55.【答案】D

【解析】考查名词。联系上文描述可知,此处指包括壁虎在内的一切生物,因此用 creature。

【文章大意】本文是一篇说明文。文章主要介绍了新加坡农历新年期间的一个传统——捞鱼生。

56.【答案】which

【解析】考查非限制性定语从句。此处单词在句中引导非限制性定语从句,修饰先行词 way,因此用 which,意指“你可能不知道的一种特殊的方法”。

57.【答案】to throw

【解析】考查非谓语动词。分析语境可知,此处结构为 use sth. to do sth.。意指“吃饭的人会聚在一起用筷子来把沙拉向上扔到空中”。因此用 throw 的不定式形式。

58.【答案】as

【解析】考查介词。be known as 为固定搭配,意为“被称为……”。

59.【答案】a

【解析】考查冠词。句意:它起源于20世纪30年代的一道简单的生鱼菜。分析语境可知,此处单词表示数量“一”的含义,泛指任何一道源于20世纪30年代的简单的生鱼菜。因此用不定冠词。simple 词首音素是辅音,因此不定冠词用 a。

60.【答案】was brought

【解析】考查被动语态。根据所给单词可知,本句指“这种菜在19世纪晚期被来自中国的移民带到了新加坡”。本句主语 dish 和 bring 之间是被动关系,因此用被动语态。再根据时间状语“in the later 19th century”可知,此处描述的是过去发生的动作,因此 be 动词用过去式 was。

61.【答案】literally

【解析】考查副词。此处单词在句中作状语,修饰 translate,因此用 literal 的对应副词 literally,意指“直译为抛起好运”。

62.【答案】massive

【解析】考查形容词。分析语境可知,此处单词作定语,意指“一个大盘子”,因此用 mass 的对应形容词 massive。

63.【答案】phrases

【解析】考查名词复数。此处指人们说出的多个吉利的短语,因此 phrase 用复数形式。

64.【答案】means

【解析】考查时态和主谓一致。句意:这个短语的意思是“整个地板都会被黄金覆盖”。本句描述的是客观事实,因此用一般现在时。this 相当于单数第三人称,因此谓语动词用第三人称单数形式。

65.【答案】better

【解析】考查比较级。联系上文“the higher the toss”可知,此处为固定句式“the more... the more...”,因此用 good 的比较级,意指“抛得越高,你来年的运势就会越好。”

第一节

One possible version:

Dear Grandma,

It's a special day, your birthday! Here I first wish you a happy birthday. Second, I want to take this opportunity to thank you for being such a wonderful person in my life. You have told me thousands of stories that were meant to teach me important lessons about life. I think if it were not for you, I wouldn't be as confident as I am today. You are my hero!

I'm really sorry for not visiting you due to my exams. But when I visit you next time, I will take you to the restaurant where we ate for your birthday last year. For today, I hope you have a great birthday!

Love,

Li Hua

【第一节 应用文写作评分标准】

在评分时,应注意以下几个方面:

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 的,从总分中减去 2 分。
4. 评分时,应注意的主要内容有内容要点、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,将分数降低一个档次。

评分细则	
分值	评分标准
第五档 (13~15 分)	完全完成了试题规定的任务。 • 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。

评分细则

<p>第四档 (10~12分)</p>	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> • 虽漏掉一两个次重点,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。 <p>达到了预期的写作目的。</p>
<p>第三档 (7~9分)</p>	<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; • 有一些语法结构或词汇方面的错误,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。 <p>基本达到了预期的写作目的。</p>
<p>第二档 (4~6分)</p>	<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。 <p>信息未能清楚地传达给读者。</p>
<p>第一档 (1~3分)</p>	<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。 <p>信息未能传达给读者。</p>
<p>0</p>	<ul style="list-style-type: none"> • 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

One possible version:

The day of the competition came very fast. We all brought our masterpieces into the classroom. Every team had a different design—from boxes made of different materials to boxes that operated in different ways. One fellow even attached a motor to his icebox and turned it into a refrigerator. Before we left school, Mr. Hussey gave each group an ice tube of the same size. We put them in the iceboxes that were placed side by side on the table. Then we left for home, hoping that we would win.

The next day, everybody rushed towards these works of art. We all hoped that there would still be some ice left. Some kids searched and searched, and were even about to tear their iceboxes apart, but couldn't find anything. Luckily, it turned out that we didn't do too badly. Having almost 60 percent of the ice cube still remaining, we had an above-average result! The winner of the competition, however, was the guy who made a motorized refrigerator. When we opened his icebox, he had a piece of ice that was 140 percent the size of the original! His innovative design was definitely a cut above the rest.

【第二节 读后续写评分标准】

在评分时,应注意以下几个方面:

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,应主要从以下四点考虑
 - (1)与所给短文及段落开头语的衔接程度;
 - (2)内容的丰富性;
 - (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,将分数降低一个档次。

评分细则	
分值	评分标准
第五档 (21~25 分)	<ul style="list-style-type: none">• 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,应用的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;• 有效地使用了语句间的连接成分,所续写短文结构紧凑。
第四档 (16~20 分)	<ul style="list-style-type: none">• 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,应用的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,所续写短文结构紧凑。
第三档 (11~15 分)	<ul style="list-style-type: none">• 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,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;• 应用简单的语句间连接成分,使全文内容连贯。
第二档 (6~10 分)	<ul style="list-style-type: none">• 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,语法结构单调,词汇有限,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。
第一档 (1~5 分)	<ul style="list-style-type: none">• 与所给短文和开头语的衔接较差;• 产出内容太少,语法结构单调,词汇有限,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。
0	白卷、内容太少,无法评判或所写内容与所提供内容无关。

(Text 1)

W: Oh, no! I'm missing my green paint.

M: Take it easy. Just take some blue paint and mix it with some yellow paint.

W: OK, let me do that now. Hey, the paint is turning green.

(Text 2)

M: I just found another way to reduce my carbon footprint.

W: Really? How?

M: I sold my motorbike and got a new bicycle. On rainy or windy days, I'll take a bus.

W: Cool! I'll make some changes, too. I decide to go to work on foot.

(Text 3)

M: Hi, Doris. Are you going to work?

W: No. I'm going to pick up my daughter at her junior high school.

M: I thought she is a kindergarten student.

W: No. That is my son.

(Text 4)

M: Are you practising some kind of dance?

W: Yes, I'm trying to learn a new move... whoa!

M: Whoops! Are you OK?

W: Yeah, I just lost my balance for a moment.

(Text 5)

W: Excuse me. There is a mistake on my bill. I ordered two sandwiches. But the bill lists three sandwiches.

M: OK. Let me check the order. I'm sorry we made a mistake. I'll type up a new bill.

W: OK. Thanks.

(Text 6)

W: What on earth are you eating?

M: This? It's a double cheeseburger with bacon.

W: But what about your New Year's resolution to lose 10 kilogrammes? You were doing so well!

M: Oh, I've given up on that. And forget about the resolution I made to read one book a month.

W: Have you seriously given up on all of your resolutions after only three weeks?

M: Not all of them. There's one more that I'm still working on.

W: And which one is that?

M: To do more of the things I love and fewer of the things I hate.

(Text 7)

W: Take me to the Hongtai Building on Third Street, please. I'm in a hurry.

M: Sure thing. However, I'm going to need you to put on your seat belt first.

W: Of course. I forgot it.

M: It happens. You're going to the Hongtai Building. Are you a lawyer?

W: Yeah. I need to get back to the office because I forgot some important papers.

M: Big case, huh? I'll do my best. I think I can take King Street and then turn onto University Avenue.

W: Sounds good. How long do you think it'll take?

M: I'll get you there in less than 20 minutes or your ride's free.

W: That works for me!

(Text 8)

M: You went to Australia for work, didn't you?

W: Yes, I spent a year there working in a couple of places. Why?

M: I've been thinking about it. What kind of work did you do there?

W: For the first few weeks, I worked on a farm. I didn't enjoy that very much, though.

M: Why is that? I thought it's a lot of fun.

W: It was far away from the city. Also, it was very hot outside all the time.

M: Where did you find work after that?

W: After working on the farm for a few months, I was able to get a job at a café in Sydney. I liked that a lot better, though I had to use more English there.

M: That's good to hear. I think I'd like to see Australia, but I'd like to work in a school.

(Text 9)

M: Hello, welcome to AMC Fashion. How can I help you?

W: Hi, I want to return an item of clothing.

M: Sure. Do you have your order number?

W: Yes, what's next?

M: What item did you buy from us?

W: Here it is. I ordered this purple dress from your online store on May 13.

M: And what size is it?

W: It's a medium. It wasn't cheap! It cost me \$2,500!

M: May I ask why you are unsatisfied with your purchase?

W: I was OK with the price, and it was delivered on time. However, when I looked at the dress, I found a hole in it!

M: I'm very sorry to hear that. Please check the "item damaged" box on the form.

W: So what happens with returns?

M: Well, we can replace the dress with another one of the same kind or a different kind. If you prefer, we can also give you your money back. Or, we can give you a gift certificate for a discount on other items from our store.

W: I'd just like to have my money back, please.

(Text 10)

M/W: Hello, boys and girls. Here is something about our trip to the cherry farm this Saturday. At 8:00 a.m., we will board the buses, take a roll call, and take off from our school. We'll arrive at Green Hills Cherry Farm in half an hour. There the local farmers will introduce the life cycle of cherry trees and go over the cherry-farming process first. Following this, you'll pick cherries and make your own cherry pudding. And a few farmers will work as your teachers. You won't have time to eat them, though, because the baseball-throwing competition comes next. We can get a little exercise as well as see which student throws the best. At 11:30 a.m., you'll have a chance to show off your creative side by designing your own cherry-themed postcards. That will keep everybody busy until the lunch break at noon. After lunch, we'll break into teams and go on an hour-long game. Next, we'll clean up any rubbish and be on the bus back home by 2:30 p.m. That's all for the trip. If any questions, please hands up.