

湛江市 2024 年普通高考测试(一)

英 语

注意事项:

2024. 2

1. 答卷前,考生务必将自己的姓名、准考证号填写在答题卡上。
2. 回答选择题时,选出每小题答案后,用 2B 铅笔把答题卡上对应题目的答案标号涂黑。如需改动,用橡皮擦干净后,再选涂其他答案标号。回答非选择题时,将答案写在答题卡上,写在本试卷上无效。
3. 考试结束后,将本试卷和答题卡一并交回。

第一部分 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

Top Coffee-producing Countries

Brazil

Back in the 18th century, Brazil started growing coffee. Now, around 300,000 coffee farmers in Brazil produce about 40% of the world's coffee. Arabica (阿拉比卡咖啡) takes up 70% of the coffee beans grown in the country. In Brazil, 3% of export income is from coffee beans. Brazilians are wild about drinking their coffee and consume it all day long.

Vietnam

Coffee found its way to Vietnam in the 1800s. Now coffee industry employs almost 3 million people. Most of Vietnam's coffee production is the less appreciated Robusta (罗布斯塔咖啡) variety. Because of that, most coffee beans grown in Vietnam are for instant coffee. Despite coffee's popularity as an export crop, the Vietnamese still prefer tea. They also make a famous Cappuccino (卡布奇诺咖啡) not found elsewhere—famous because it gets a dose of raw egg if that's to your liking.

Colombia

Coffee was introduced into Colombia in the early 1700s. In Colombia, about 2.3 million acres of land are planted with coffee. Coffee is the most important agricultural export. There are around 555,000 coffee growers in Colombia. The majority of Colombian coffee plantations are owned by families. Colombians typically start their morning with a tinto. It's a small cup of black coffee that's sweetened with sugar. They may add cinnamon or other spices to jazz it up.

Indonesia

Indonesia has a long coffee history that goes back to the 1600s, which has its share of ups and downs. In the late 19th century, the terrible coffee rust disease caused death to many of the high-quality coffee plants. To prevent this from happening again, Indonesia replanted with the disease-resistant Robusta coffee. Arabica beans still play a part in the Indonesian coffee market, representing about 25% of coffee beans grown there.

1. Which of the four countries started growing coffee earliest?

- A. Brazil. B. Vietnam. C. Colombia. D. Indonesia.

2. What is special about Vietnam?

- A. A unique kind of coffee drink is made there.
B. High-quality coffee beans are produced there.
C. Coffee was produced for the home market there.
D. Coffee planting met with problems in the 1990s there.

3. What do Brazil and Colombia have in common?

- A. Coffee exports are growing in both countries.
B. They both have a coffee-loving population.
C. They share the same number of coffee growers.
D. Coffee farms are owned by families in both countries.

B

As a doctoral student, I served as a hostess for famous authors and illustrators when they came to participate in the Ohio State University Children's Literature Conference. I hosted such beloved creators of children's books as Nikki Grimes, Jerry Pinkney and James Ransome. I would stand at the airport, holding one of their books and waiting to pick them up and then drive them around town to places they needed to go and assist them during autograph (签名) sessions. After graduating from my university and accepting a position at Clemson University in 2003, I kept in touch with James Ransome.

In 2005 I received a grant (拨款) from the government to conduct a family-literacy (家庭读写) program. I wanted to see what would happen when I exposed ten African American families with children to books by and about African Americans. I provided each of the families with copies of seven books, five of which were illustrated by James.

The families participated in a series of five monthly workshops, and the final event was a presentation by James and an autograph session with him. I believed this event would be a meaningful way to end the program, by having a famous illustrator of children's literature come and talk about his work, especially because the families and I had read and responded to several of his books over the course of the five workshops.

James's visit was informative and enlightening for the families. A parent, Ashley, told me that she sent a note to her son's teacher about having participated in the program and loaned her son's autographed copies of James's books for the class to read. Looking back over my career, this family-literacy program is one of the accomplishments of which I am the proudest, and I am especially pleased that James was part of it.

4. How did the author come into contact with James?

- A. The author met him by accident at the airport.
- B. The author went to him to ask for an autograph.
- C. The author hosted him when he attended a conference.
- D. The author was introduced to him by a university professor.

5. What can be learned about James?

- A. He ran monthly workshops.
- B. He is an African American.
- C. He has written seven books.
- D. He graduated from Clemson University.

6. What did James do for the family-literacy program?

- A. He gave a talk to the families.
- B. He loaned his books to the families.
- C. He responded to the questions raised by the families.
- D. He asked the government to give financial support to the families.

7. What is Ashley's attitude towards James?

- A. Doubtful.
- B. Caring.
- C. Tolerant.
- D. Appreciative.

C

The Robbers Cave Experiment was part of a series of studies conducted by social psychologist Muzafer Sherif and his workmates in the 1940s and 1950s. The researchers divided boys at a summer camp into two groups, and they studied how conflict developed between them. They also investigated what did and didn't work to reduce group conflict. The boys were left in the dark about the experiment.

In the 1954 study, boys who were approximately 11~12 years old thought that they were participating in a typical summer camp, which took place at Robbers Cave State Park. However, the campers' parents knew that their children were actually participating in a research study.

The boys arrived at the camp in two separate groups; for the first part of the study, they spent time with members of their own group, without knowing that the other group existed. The groups chose names, the Eagles and the Rattlers.

After a short period of time, the boys became aware of the existence of the other group and began to speak negatively about the other group. Then the researchers arranged a competitive tournament between the groups, consisting of games such as baseball and tug-of-war and the relationship between the two groups quickly became tense. The campers rated their own group more positively than the rival (对立) group.

To determine the factors that could reduce group conflict, the researchers first brought the campers together for fun activities such as having a meal or watching a movie together. However, this didn't work to reduce conflict.

Next, Sherif and his workmates tried having the two groups work on common goals. For example, the camp's water supply was cut off purposely by the researchers, and the Eagles and the Rattlers worked together to fix the problem. Working on shared goals eventually reduced conflict and friendships began to form with members of the other group. In the end, some of the campers requested that everyone from both groups take the bus home together, and one group bought drinks for the other group.

8. What can be inferred about the campers in the 1954 experiment?
- A. Their parents held something back from them.
 - B. They were asked to take part in a social practice.
 - C. They were participating in a typical summer camp.
 - D. Their groups were formed by the names they chose.
9. What is the beginning of the boys' negative attitude to the other group?
- A. Being asked to rate the other group.
 - B. Hearing negative remarks from the other group.
 - C. Competing in a tournament against the other group.
 - D. Becoming aware of the existence of the other group.
10. Why was the camp's water supply cut off?
- A. To cause a conflict between the two groups.
 - B. To test the campers' problem-solving ability.
 - C. To get the two groups to work for a common goal.
 - D. To see how much the campers care about each other.
11. What can be a conclusion from Sherif's experiment?
- A. Fights between different groups are unavoidable.
 - B. One should seek friendship with outgroup members.
 - C. Fun activities are the best ways to reduce group conflict.
 - D. Group members tend to turn against outgroup members.

D

For the history of life on Earth, organisms have relied on the light of the sun, moon, and stars to find their way and schedule their lives. While the beginning of electric lighting in the late 19th century may have benefited humans, it has caused problems in the natural world. Among the impacts of artificial light at night (ALAN), light pollution lures migrating birds to cities with shocking consequences, contributes to the alarming decline in insect populations, and convinces sea turtle babies to amble (缓行) away from the water instead of towards it.

Now, a new study from the University of Plymouth adds another disappointing finding about how ALAN is affecting the creatures with whom we share the planet: Light pollution from coastal cities can trick corals (珊瑚) into reproducing outside of the optimum times when they would normally reproduce.

Using a combination of light pollution data and spawning (产卵) observations, researchers were able to show for the first time that corals exposed to ALAN are spawning one to three days earlier and closer to the full moon compared to those on unlit corals. “That shift may reduce the survival and fertilization success of gametes (配子) and genetic connectivity between nearby lit and unlit coral systems,” they explain.

“Corals are among the most biodiverse, economically important, and threatened ecosystems on the planet,” write the authors of the study.

“Climate change has led to mass bleaching (褪色) events. Habitat destruction, fisheries, and pollution have reduced corals substantially since the 1950s,” they write, adding, “The complete loss of corals is anticipated over the next 100 years.”

If we want to reduce the harm ALAN is causing, we could perhaps look to delay the switching-on of night-time lighting in coastal regions to ensure the natural dark period between sunset and moonrise when coral reproduction remains undisturbed.

12. Why is the first paragraph written?

- A. To present the topic of the text.
- B. To advocate energy conservation.
- C. To explain a natural phenomenon.
- D. To provide background information.

13. What does the underlined word “optimum” in paragraph 2 mean?

- A. Possible.
- B. Appropriate.
- C. Flexible.
- D. Sensitive.

14. What is the researchers’ major concern over corals?

- A. Extinction.
- B. Losing value.
- C. Terrible diseases.
- D. Exposure to moonlight.

15. What can be a suitable title for the text?

- A. Creatures Rely on Natural Lights to Schedule Their Life
- B. Night-time Lighting Shortens Natural Dark Period
- C. Coastal Lights Trick Corals into Early Spawning
- D. Light Pollution Leads to Serious Consequences

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可以填入空白处的最佳选项。选项中有两项为多余选项。

Many significant international projects have considered how schooling might change to better match the changes that have taken place in the 21st century. 16 One is a shift in the meaning of knowledge, and the other is the need to build education systems based around what we now know about learning.

The term “knowledge age” or “knowledge economy” refers to a reorganization away from an Industrial Age economy, where exploitation (开采) of natural resources, primary production and mass production were the standard models for economic development. 17 This is achieved through the rapid creation of new knowledge and has become the basis for economic development. It is argued that education for the knowledge age must focus on the development of learners’ competences to deal with new situations and environments.

18 Nor does it deny the need for obvious goals for students’ knowledge development. Rather, the future-focused education literature suggests we need to adopt a much more complex view of knowledge, one that incorporates knowing, doing and being. Alongside this we need to rethink our ideas about how our learning systems are organized, resourced and supported. Research clearly shows that people do not learn well as passive recipients (接受者) of pre-packaged, bite-sized pieces of knowledge. 19

Although some of these principles are understood by many teachers, our education systems and practices are often set up in ways that do not support these principles to operate in practice. Teachers and school leaders are attempting paradigm (范式) shifts. 20

- A. There needs to be wider public support for them.
- B. There are two important ideas that support this work.
- C. This does not mean that knowledge no longer matters.
- D. Good learning requires active engagement in the “whole game”.
- E. We are required to prepare young people for the knowledge age.
- F. This is possible only when active learning approaches are applied.
- G. In the knowledge age, the ability to generate value is put in the first place.

第二部分 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。

Our little dog, Dio, had grown to ten pounds before I could teach him how to go up and down the stairs. He 21 like a wind-up toy on four short legs and he was top-heavy. Anytime he tried to waddle (蹒跚行走) down the three brick stairs on our front porch, he would 22 doing a handstand with his tail waving in the 23. Therefore, there was no way he could 24 the seventeen steps between the two 25 of our house. It was up to me to 26 him upstairs and when he wanted to come down again he would stay at the top of the stairs, barking 27 for my attention.

Once his little legs were 28 enough to keep his fat belly from scraping (刚蹭) every stair, I decided it was time for him to 29 to go downstairs on his own. He hated every second of the process—30 the treats I gave him at the bottom of each step. I would pat (轻拍) him first, then hold his front legs and 31 place them on the next step down and then his back legs. Then, I gave him a treat. Once he stopped shivering (哆嗦), I would 32 him down to the next step the same way. By the time we got to the bottom, he would run off, 33 that I had made him face his fear.

One day, I noticed him go halfway up the stairs, stop, 34, and then run back down the stairs on his own. He was doing this repeatedly. He was 35! After that day, he became an expert at taking the stairs.

- | | | | |
|-------------------|-----------------|-----------------|----------------|
| 21. A. rolled | B. walked | C. stretched | D. shook |
| 22. A. cheer up | B. stand up | C. show up | D. end up |
| 23. A. air | B. distance | C. open | D. light |
| 24. A. avoid | B. care about | C. manage | D. knock into |
| 25. A. rooms | B. stairways | C. walls | D. floors |
| 26. A. carry | B. hide | C. feed | D. lead |
| 27. A. madly | B. willingly | C. pitifully | D. shamelessly |
| 28. A. strong | B. long | C. flexible | D. heavy |
| 29. A. seek | B. pretend | C. learn | D. expect |
| 30. A. instead of | B. thanks to | C. depending on | D. except for |
| 31. A. gently | B. randomly | C. quickly | D. awkwardly |
| 32. A. drive | B. follow | C. throw | D. help |
| 33. A. upset | B. disappointed | C. regretful | D. suspicious |
| 34. A. go forward | B. run about | C. turn around | D. get away |
| 35. A. watching | B. practicing | C. thinking | D. withdrawing |

第二节 (共 10 小题;每小题 1.5 分,满分 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。

A museum showcasing the culture of the Grand Canal is expected to open in Beijing next week. Some 6,000 items or sets of exhibits 36 (close) related to Beijing and the ancient canal are to be displayed.

“The Grand Canal Museum of Beijing, also called the Capital Museum East Branch, 37 (locate) in the Beijing Municipal Administrative Center and has 38 total floor area of 99,700 square meters,” said Feng Hao, who is 39 charge of museum collections at the Capital Museum.

With a daily capacity of 6,000 visitors, the new museum is designed 40 (combine) boats, sailing and water elements, showcasing the culture of the Grand Canal.

The exhibition area consists of basic, 41 (theme), open, and temporary exhibition 42 (section). “Visitors can enjoy an interactive experience 43 (reflect) the themes of Beijing and the Grand Canal in the open exhibition section through 44 (digit) technology,” Feng said.

With a history of more than 2,500 years, the Grand Canal connects Beijing and Hangzhou in East China’s Zhejiang Province, 45 served as a significant transportation route in ancient China.

第三部分 写作(共两节,满分 40 分)

第一节 (满分 15 分)

假定你是李华,你的新西兰朋友 Paul 给你发邮件说他对中国成语感兴趣,想学习更多的中国成语。请你给他写一封邮件,内容包括:

1. 你对中国成语的认识;
2. 学习中国成语的建议。

注意:

1. 写作词数应为 80 个左右;
2. 请按如下格式在答题卡的相应位置作答。

Dear Paul,

Yours,
Li Hua

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。

Ever since I came to work in my present company five years ago, I have heard about a small restaurant nearby called Love Dad. Everybody believes that it is owned by somebody's loving dad. The restaurant does give the diners a sense of home. The furnishings are homely, with dining areas looking like family dining rooms. Best of all, they have hand-drawn cards, which diners can take away with them when checking out. The restaurant doesn't have a menu. You never know what will be served until you come to its door with a "served today" notice hanging to it.

Whenever I pass by, I just can't help entering to enjoy the homely atmosphere. It's a reminder of my own home and my dad, who will prepare a great dinner for the family every day. Dad is a manager in a construction company and a great cook at home and not only a great cook. He is the kind of hero-like father at home, who can fix everything in the home and deal with all problems. As my parents live in another city, this small homely restaurant is where I choose to go to comfort my homesickness.

Curiosity about whose dad the owner of the restaurant is has always been there among my workmates who are its regular customers but it seems that nobody has a clue. It doesn't matter much as all of them can get a taste of home there.

Last month, when I was home for the Christmas break, my parents talked to me about their plan for retirement and I mentioned the restaurant Love Dad to them. We all thought it would be great if Mom and Dad could join the restaurant in some way. They asked me about the exact location of it and decided to deal with the matter themselves.

注意:

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

One week later, I got an email from Dad.

One day, I was sitting in Love Dad again.

英语参考答案及解析

2024.2

第一部分 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)

A

1.【答案】D

【解题思路】比较四个国家开始种植咖啡的时间可知,Indonesia 开始种植咖啡的时间是 17 世纪,其他三个国家种植咖啡的时间是 18 世纪或 19 世纪,所以选 D。

2.【答案】A

【解题思路】根据文章第二节中“*They also make a famous Cappuccino (卡布奇诺咖啡) not found elsewhere—famous because it gets a dose of raw egg if that’s to your liking.*”可知答案。

3.【答案】B

【解题思路】根据文章第一节中“*Brazilians are wild about drinking their coffee and consume it all day long.*”和第三节中“*Colombians typically start their morning with a tinto. It’s a small cup of black coffee that’s sweetened with sugar.*”可知答案。

B

4.【答案】C

【解题思路】根据文章第一段中“*As a doctoral student, I served as a hostess for famous authors and illustrators when they came to participate in the Ohio State University Children’s Literature Conference. I hosted such beloved creators of children’s books as Nikki Grimes, Jerry Pinkney and James Ransome.*”可知答案。

5.【答案】B

【解题思路】根据文章第二段中“*I wanted to see what would happen when I exposed ten African American families with children to books by and about African Americans. I provided each of the families with copies of seven books, five of which were illustrated by James.*”可知答案。

6.【答案】A

【解题思路】根据文章第三段中“*The families participated in a series of five monthly workshops, and the final event was a presentation by James and an autograph session with him.*”以及下文的内容可知答案。

7.【答案】D

【解题思路】文章最后一段第一句提出了作者对 James 讲座的评价:informative and enlightening。紧接着作者列举了 Ashley 的例子来支持其观点。Ashley 把参加项目的事情和孩子的老师讲了,并把 James 签名的书借给班里的同学读。由此可见,Ashley 对 James 的态度是“欣赏的”。

C

8.【答案】A

【解题思路】根据文章第一段中“*The boys were left in the dark about the experiment.*”和第二段中“*However, the campers’ parents knew that their children were actually participating in a research study.*”可知,孩子们的父母对他们隐瞒了夏令营其实是一个研究项目这一事实。

9.【答案】D

【解题思路】根据文章第四段中“After a short period of time, the boys became aware of the existence of the other group and began to speak negatively about the other group.”可知答案。

10.【答案】C

【解题思路】文章最后一段第一句“Next, Sherif and his workmates tried having the two groups work on common goals.”为研究人员的目的,下文中的“切断供电”是为达到此目的,研究人员安排事项的一个例子。

11.【答案】D

【解题思路】在这个实验过程中,两个组的孩子们在得知对方存在的时候,就开始表现出敌意,后面的研究项目是看在什么情况下敌意会加剧,什么情况下敌意会被消除。由此可以得出一个结论:组内成员倾向于对组外成员产生敌意。

D

12.【答案】D

【解题思路】文章第一段介绍了始于19世纪末的人造光源对自然产生的不好的影响,为文章主题的提出提供了背景信息。

13.【答案】B

【解题思路】根据后面的定语从句“when they would normally reproduce”可知,“the optimum times”指的是“珊瑚正常的繁殖时间”,所以选“appropriate”,意思是“合适的,恰当的”。

14.【答案】A

【解题思路】根据文章倒数第二段中“The complete loss of corals is anticipated over the next 100 years.”可知答案。

15.【答案】C

【解题思路】本文主要介绍了海滨城市的照明对珊瑚的影响。这些照明产生的光会使珊瑚比不受光污染的珊瑚产卵早,从而对其产生不利影响,因此C项为合适的标题。

第二节 (共5小题;每小题2.5分,满分12.5分)

16.【答案】B

【解题思路】根据答题空后面的“One..., and the other...”可知,答题空应该是提出两种观念。

17.【答案】G

【解题思路】答题空前面提到了工业时代的情况,G项开始讲知识时代的情况,从而形成两个时代的对比。答题空后面的“This”代替G项所表达的意思。

18.【答案】C

【解题思路】选项C为否定句,答题空后面的句子为“Nor does it deny...”,前后两句从句式和意义两方面衔接顺畅。

19.【答案】D

【解题思路】答题空前面讲的是“被动接受灌输”这种作者不赞赏的学习方式,选项D提出作者赞赏的学习方式。

20.【答案】A

【解题思路】选项A中的“them”指的是上文中的“teachers and school leaders”,这部分的意思是老师和学校领导改变教学范式的尝试应该受到更广泛的公众支持。

第二部分 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)

21.【答案】B

【解题思路】这里是在描述这只狗“行走”的状态,为下文说他上下楼梯的困难做铺垫。

22.【答案】D

【解题思路】这里描述的是这只狗下前廊处三个台阶时摔个头朝下的样子。“end up”在这里表示结果。

23.【答案】A

【解题思路】狗的头朝下摔倒,尾巴在上面,因此可以说尾巴在“空中”摇摆。

24.【答案】C

【解题思路】上文讲到这只狗下三个台阶都摔得头朝下,这里的意思是他就更不能够上下十七个台阶了。“manage”的意思是“设法做到”。

25.【答案】D

【解题思路】根据上下文内容可知,本文讲作者教自己家的狗上下楼梯这件事,所以这些台阶应该是“楼层”之间的。

26.【答案】A

【解题思路】上文谈到这只狗自己爬不了楼梯,所以这里的意思是作者“抱”他上楼,因此用“carry”。

27.【答案】C

【解题思路】到了狗想下楼的时候,他就“可怜兮兮地”朝作者叫,祈求作者把他抱下去。

28.【答案】B

【解题思路】根据上文中提到的“狗的腿短”和下文中提到的“肚子不刚蹭楼梯”可知,狗的腿得长到足够“长”,肚子才不会刚蹭楼梯。

29.【答案】C

【解题思路】根据下文介绍的作者是如何让这只狗下楼梯可知,这里应该是作者决定让狗“学”下楼梯。

30.【答案】D

【解题思路】这里的意思是狗讨厌学下楼梯的过程,但是作者给的好吃的“除外”。

31.【答案】A

【解题思路】根据上下文内容可知,作者教狗下楼梯是非常有耐心的,所以“gently”符合语境。

32.【答案】D

【解题思路】根据作者教这只狗下楼梯的语境可知,这里应该是“帮助”他下楼梯。

33.【答案】A

【解题思路】这只狗不喜欢学下楼梯的过程,所以到楼梯底部时,他的感受应该是“不高兴的”,因为作者逼他面对自己的恐惧,而这个恐惧就是他不敢下楼梯。

34.【答案】C

【解题思路】根据下文中的“run back”可知,这里用“turn around”合适。

35.【答案】B

【解题思路】这只狗在楼梯上反复上下,应该是他在“练习”,这个意思和下文的“After that day, he became an expert at taking the stairs.”意思一致。

第二节 (共 10 小题;每小题 1.5 分,满分 15 分)

36. closely 37. is located 38. a 39. in 40. to combine
41. themed 42. sections 43. reflecting 44. digital 45. which

第三部分 写作(共两节,满分 40 分)

第一节 (满分 15 分)

One possible version:

Dear Paul,

How are you? I'm excited to receive your last email and learn about your passion for Chinese idioms.

Chinese idioms are an essential part of the Chinese language, history and culture. Behind each of them there is a story, which implies important lessons about life. There are a lot of texts, images and videos on the Internet about them, from which you can learn a great deal. It's also beneficial to search for sentences containing the idioms you are learning.

I believe your knowledge about China will be enriched through your exploration of Chinese idioms. Hopefully, we can share our ideas about them.

Yours,
Li Hua

第二节 (满分 25 分)

One possible version:

One week later, I got an email from Dad. He had good news for me that his talk with the owner of Love Dad went very smoothly. As the restaurant owner, who they called Mr. Penn, is getting old and finding it too much for him to handle all the chores, he gladly accepted my parents as partners to run the restaurant on one condition: they had to keep it secret whose parents they are, which they readily accepted and planned to start work two months later.

One day, I was sitting in Love Dad again. While waiting to be served, I glanced over the customers, thinking maybe one of them was Mr. Penn's son or daughter. Then I took out my phone to scroll through the daily news. When my dishes were served, I looked up from my phone and saw Mom standing beside me, smiling. I managed not to show my excitement and smiled back. The meal that day tasted especially nice. When checking out, I took a card on which a family scene was drawn. The sentence beside the picture read, "Even when we grow up, we are still our parents' kids."

【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,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。

分值	评分标准
第五档 13~15	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> • 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。 <p>完全达到了预期的写作目的。</p>
第四档 10~12	<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>
第三档 7~9	<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>
第二档 4~6	<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>
第一档 1~3	<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>
0	<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 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,以至影响交际,将分数降低一个档次。

分值	评分标准
第五档 21~25	<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	<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	<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	<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	<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。

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北京高考在线平台一直秉承“精益求精、专业严谨”的建设理念，不断探索“K12 教育+互联网+大数据”的运营模式，尝试基于大数据理论为广大中学和家长提供新鲜的高考资讯、专业的高考政策解读、科学的升学规划等，为广大高校、中学和教科研单位提供“衔接和桥梁纽带”作用。

平台自创办以来，为众多重点大学发现和推荐优秀生源，和北京近百所中学达成合作关系，累计举办线上线下升学公益讲座数千场，帮助数十万考生顺利通过考入理想大学，在家长、考生、中学和社会各界具有广泛的口碑影响力

未来，北京高考在线平台将立足于北京新高考改革，基于对北京高考政策研究及北京高校资源优势，更好的服务全国高中家长和学生。

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