

英语试题参考答案及评分标准

2025.01

第一部分:听力(每小题 1.5 分,满分 30 分)

1—5 ACCBA 6—10 BBABA 11—15 ACBCA 16—20 CACBC

第二部分:阅读(满分 50 分)

第一节(每小题 2.5 分,满分 37.5 分)

21—25 BCD CD 26—30 ABCAB 31—35 DBDAC

第二节(每小题 2.5 分,满分 12.5 分)

36—40 FBEDG

第三部分:语言运用(共两节;满分 30 分)

第一节(每小题 1 分,满分 15 分)

41—45 ABCCD 46—50 DBAAB 51—55 CCDAD

第二节(每小题 1.5 分,满分 15 分)

56. seeing 57. owes 58. to make 59. drilled 60. more 61. selection 62. which

63. being flooded 64. from 65. a

第四部分:写作(共两节;满分 40 分)

第一节(满分 15 分)

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数量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、内容要点:(见试题)

三、各档次的给分范围及要求

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。

——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。

第四档 (10~12 分)

完全完成了试题规定的任务。

——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。

——应用简单的语句间的连接成分,使全文结构紧凑。

达到了预期的写作目的。

第三档 (7~9 分)

基本完成了试题规定的任务。

——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。

——应用简单的语句间的连接成分,使全文内容连贯。

整体而言,基本达到了预期的写作目的。

第二档 (4~6 分)

未恰当完成试题规定的任务。

——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、词汇项目有限。

——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。

信息未能清楚地传达给读者。

第一档 (1~3 分)

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,原因可能是未理解试题要求。

——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。

——缺乏语句间的连接成分,内容不连贯。

信息未能传达给读者。

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。

四、说明

- 1. 内容要点可用不同方式表达。
- 2. 应紧扣主题,可适当发挥。

第二节(满分 25 分)

一、评分原则

- 1. 本题总分为 25 分,按 7 个档次给分。
- 2. 评分时,先根据作文整体情况,确定其所属档次,然后以该档次的要求综合衡量,确定或调整档次,最后给分。

3. 评分时,应主要从内容、词汇语法和篇章结构三个方面来衡量,具体如下:创作内容的质量、续写的完整性以及与原文情境的融洽度;使用词汇和语法结构的准确性、恰当性和多样性;上下文的衔接和全文的连贯性。

- 4. 词数少于 120 的,从总分中减去 2 分。

5. 单词拼写和标点符号是写作规范的重要方面,评分时应视其对交际的影响程度予以考虑,英美拼写的词汇用法均可接受。

- 6. 书写较差以致影响交际的,从总分中减去扣 2 分。

二、各档次的给分范围及要求

第七档 (22—25 分)

- 创造了新颖、丰富、合理的内容,富有逻辑性、续写完整,与原文情境融洽度高。
- 使用了多样性且恰当的词汇和语法结构,表达流畅,语言错误很少,且完全不影响理解。
- 自然、有效地使用了段落间、语句间衔接手段,全文结构清晰,前后呼应,意义连贯。

第六档 (18—21 分)

- 创造了比较丰富、合理的内容,比较有逻辑性,续写比较完整,且与原文情境融洽度较高。
- 使用了比较多样性且恰当的词汇和语法结构,表达比较流畅,有个别错误,但不影响理解。
- 比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

第五档(15—17 分)

- 创造了基本合理的内容,有一定的逻辑性、续写基本完整,与原文情境相关。
- 使用了比较恰当的词汇和语法结构,表达方式不够多样性,表达有些许错误,但基本不影响理解。
- 使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

第四档(11—14 分)

- 创造了基本完整的故事内容,但有的情节不够合理或逻辑性不强,与原文情境基本相关。

——使用了简单的词汇和语法结构,有部分语言错误和不恰当之处,个别部分影响理解。

- 尚有语句衔接意识,全文结构基本清晰,意义基本连贯。

第三档(6—10 分)

- 内容和逻辑上有一些重大问题,续写不够完整,与原文有一定程度的脱节。
- 使用的词汇有限,语法结构单调,错误较多且比较低级,并影响理解。
- 未能有效的使用语句间衔接手段,全文结构不够清晰,意义欠连贯。

第二档(1—5 分)

- 内容和逻辑上有较多重大问题或有部分内容抄自原文,续写不完整,与原文情境基本脱节。
- 所使用的词汇非常简单,语法结构单调,错误极多,严重影响理解。
- 几乎没有使用语句间衔接手段,全文结构不清晰,意义不连贯。

第一档 0 分

- 未作答;所写内容太少或无法看清晰,以致无法评判;所写内容全部抄自原文或与题目要求完全不相关。

录音原文

Text 1

M: Clara, do you know that Marie insisted on inviting all of us to have dinner in the restaurant? She'd like to show her thanks for our help.

W: Yes. I think we should offer to share the expenses. She has to support a big family.

Text 2

W: Christopher, how did your interview go?

M: I received another rejection letter! I felt like I have hit rock bottom.

W: Cheer up. It just needs time.

Text 3

W: Well, I have been seriously out of shape since I had a baby. I'm thinking about exercising to keep fit, such as running and yoga.

M: You'd better go to the gym. You will have a qualified personal trainer who will come up with the workout plan for your needs.

Text 4

M: Here we are. Let's go and have a look inside. I need to buy some food for Buster.

W: What will we do with Buster? Can he come in?

M: He has to stay outside. I can tie him up here. The shop leaves water out for dogs to drink.

Text 5

W: Jason, have you watched *Du Fu: China's Greatest Poet*? It's said that it was brilliant.

M: Yes. It's a documentary made by British historian, author and broadcaster Michael Wood. It has now been adapted for a book—*In the Footsteps of Du Fu*.

Text 6

M: Melissa, why didn't you go to Susan's party last night?

W: I didn't feel quite well then, so I just stayed at home and browsed the web.

M: Is there any news impressive to you?

W: Yes. A family in Wisconsin, US, was out fishing on Marshmiller Lake. They were surprised to see a black bear with its head stuck in a plastic bucket floating in the lake.

M: What did the family do for the bear?

W: The family followed the bear with a boat before they got close enough to be able to remove the bucket from the bear's head. Their first attempt was unsuccessful, but they didn't lose heart. The family got the bucket off for a second try. The bear safely swam away finally.

M: What a relief!

Text 7

W: Professor Anderson, I'm Sara in your English Literature class. I was wondering how you are going to calculate our final grades.

M: Grades are based on several factors: homework, attendance, quizzes, midterm, and final.

W: What counts the most?

M: Actually I look at all of them and let's not forget class participation. Homework, attendance, and quizzes are sixty percent; the midterm and final are worth twenty percent each.

W: What if we miss something?

M: I will allow one unexcused absence. After that you need to contact me ahead of time.

W: OK, I see. Thank you so much, Professor Anderson.

Text 8

M: What a beautiful dress, Ashley! It looks very good on your daughter.

W: Thanks, Hardy. I got it for her in VivoCity last weekend. Have you ever been there?

M: Yeah. As Singapore's largest shopping mall, it has over 300 stores. Exploring VivoCity is an adventure in itself. The mall has a wide range of equipment and services. You can even enjoy the views of the sea and the city skyline. What did you do there besides shopping?

W: We saw the latest movie and enjoyed a live performance. Do you like shopping there?

M: Of course. The mall is home to a variety of toy stores. I'm just thinking about taking my kids there this Saturday morning. Would you like to go there with your daughter?

W: I'd love to, but I have an appointment with the dentist then. So do you mind going there the next day morning?

M: Of course not.

Text 9

M: Hello, Jannie. I've heard that you're going to Italy next week.

W: Yes, Chris. I will travel to Italy with my boss to do interpreting for him. He'll have a conference there. And then I will have time to taste my favorite Italian food.

M: Speaking of Italian food, I visited several good restaurants during my vacation trip there last year. I can tell you about some of them.

W: Really? I expect that so much.

M: The restaurant Prezhof is a beautiful mountain house. It's known for its South Tyrolean cuisine. Different from other restaurants, it has no menu, as ingredients are all sourced seasonally and locally. And the staff are happy to satisfy any requests.

W: I've only heard of South Tyrolean cuisine before, but this time I'll give it a try.

M: And if you want a taste of Italy's best cheeses, you can head south to Baby Dicecca. It was founded by the country's leading cheesemakers Vito Dicecca and his partner Roberta De Lia. Baby Dicecca serves the best handmade cheeses. It also has yogurt and other specialties.

W: Wow, it will be a good chance to enjoy my favorite cheeses there.

Text 10

W: Recalling her experiences during her teen years in Dunhuang, Gansu Province, 93-year-old Chang Shana can't help but smile. Her father, Chang Shuhong is the founding director of the Dunhuang Academy. He dedicated himself to preserving the caves and the art inside. Chang Shana was born in Lyon in 1931. And she lived in Paris until she was 6. At the end of 1943, she arrived at Dunhuang with her parents. Chang Shana copied the paintings on the wall and the figure statues in the Mogao Caves under the guidance of her father. Through her paintings and design, she had a lifelong love of Dunhuang. China National Arts and Crafts Museum held the opening event of "Blooming Dunhuang—Chang Shana's 80 Years of Art and Design Exhibition" on April 29th, 2024. The exhibition, which ran until October 27th, features nearly 400 exhibits. Through Chang Shana's Dunhuang works, she tells the story of her eight-decade career in applying Dunhuang culture to national image building and traditional cultural inheritance.