

英语试题参考答案及评分标准

2025. 03

第一部分 听力(共两节;每小题 1.5 分,满分 30 分)

1—5 ACABC 6—10 ACABB 11—15 CACBA 16—20 CABBC

第二部分 阅读(共两节;满分 50 分)

第一节(每小题 2.5 分,满分 37.5 分)

21—25ACDBA 26—30 BBCCD 31—35 DCAAD

第二节(每小题 2.5 分,满分 12.5 分)

36—40 GCADB

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—45ACABB 46—50 DCBAD 51—55 ACDBD

第二节(每小题 1.5 分,满分 15 分)

56. are 57. of 58. themselves 59. have cared 60. who 61. are involved 62. oldest

63. removed 64. If 65. highly

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。

附:录音原文

(Text 1)

W: The coming exams and plans are driving me crazy.

M: It's the same for me. I'm up to my neck in preparing for the finals, but at least we'll have a vacation soon.

(Text 2)

M: Why didn't you wake me up at seven like I asked you to?

W: Seven? I thought you asked me not to wake you up at seven, so I let you sleep an hour longer!

(Text 3)

M: I turned in my resignation letter last week. But I'll still be here until the end of the month.

W: Are you planning to start your own business?

M: Yes, I've been saving up money for the past two years.

(Text 4)

W: Hello, I would like to check my balance. Here is my card.

M: OK. Please type in your password and press "Yes." OK. You have \$5,000 in your account.

(Text 5)

M: Anne, I'm booking our accommodations. How about this place? It's really inexpensive. And it's as clean as any of these other places.

W: I don't know. There's no swimming pool ... or air conditioning. Can't we stay somewhere nice for a change?

(Text 6)

W: Did you speak to your teacher?

M: Yes, I had a word with her yesterday. And she said that she was disappointed in me. She told me I should have done better.

W: Oh, dear! You must have been upset.

M: Yes! It was completely unexpected. I reminded her that I had been ill and had missed some lessons. Actually, she admitted that she had forgotten about my illness. She apologized for forgetting. And she promised me that she would support me in any way necessary.

(Text 7)

M: Hi, Emma. Are you enjoying your new Saturday job at the cafe?

W: Yes, it's fine.

M: What's your boss like?

W: Mr. Trent? Oh, he's very cheerful. He's good to work for, because he's patient and he always tries to help if you don't understand something.

M: He sounds like an ideal boss.

W: Well, yes and no. He's very easy-going, but last week he went home early. He took the keys with him, so we couldn't leave the cafe when we finished until the keys were sent back.

(Text 8)

M: Hello, Newington Adult Education Centre. How can I help?

W: Well, I'm interested in learning Spanish. I'm calling to find out what courses you offer. I haven't studied Spanish before, but I know a few words and phrases because I go to Spain quite often on holiday.

M: It sounds like the Beginner Stage 2 class would be right for you.

W: Ah, great. When the next course starts? And where is it?

M: Well, the autumn term starts in the second week of September and ends in the first week of December. It takes place here at the Adult Education Centre, Room 19.

W: OK. When does registration start?

M: It starts in July. And I recommend that you register early, as the classes will fill up quickly.

W: Thanks.

(Text 9)

W: The artworks and artifacts in this museum are incredible.

M: I know. I can't believe there is such a wide collection of pieces from different parts of the world.

W: Yeah, we've seen sculptures from ancient Egypt and Greece, as well as carvings from North and South America.

M: I don't think we'll be able to see all of the exhibits in a single day. I wish we had more time.

W: You're right. I heard there are thousands of items on display here.

M: Do you think we should go back tomorrow?

W: I'm not sure. There are still lots of other great sites around London.

M: Oh, look at this. It's a brochure for virtual tours of the museum.

W: That's so cool. Look! We can take a virtual tour of the modern artwork showcase that we skipped this morning.

M: Nice. Let's do that once we're home from our trip.

W: OK. It's 4 p. m. now, so we've still got an hour to wander around the museum until it closes.

M: Hey, let's check out the exhibit on Northern India. That looks really cool.

W: Great idea!

(Text 10)

W: Hi, everyone, my name's Marion Fordham and I'm a climate scientist. I'm here today to talk to you about the history of weather forecasting. Records from as far back as 600 BCE from Babylon, in ancient Iraq, suggest that cloud shapes were used to make forecasts. Different animal behaviors were used to predict short-term weather patterns in Japan and many other nations.

Methods of weather forecasting remained unchanged for the next 2,000 years or so, until technological breakthroughs led to greater accuracy. The first of these, in the mid-15th century, measured how damp air was. The first thermometer, which was used to measure temperature, was created in the late 16th century and improved weather predictions.

By the start of the 20th century, a Norwegian scientist employed mathematical calculations for forecasts, starting in 1904. It was time-consuming, as computers hadn't been invented yet.

In the 1920s, electrical equipment for recording weather-related data had become more reliable. Airplanes of the time were still unable to fly high enough to gather relevant information, so balloons performed this role instead, as they were able to travel up to 30 kilometers above the earth's surface before bursting. Since the first satellite to be sent into space specifically to help with forecasts was launched in 1960, this technology has been a continuous presence above earth.