

# 遵义市 2019 年初中毕业生学业（升学）考试科目实施意见

## 英语

### I. 考试性质

初中英语学业（升学）考试是义务教育阶段终结性考试，是各类高中阶段学校录取合格新生的重要依据，同时对初中英语教学有重要的、直接的导向作用，具有较高的信度、效度，必要的区分度和适当的难度。

遵义市初中英语学业（升学）考试由市教育局统一组织命题，命题内容以《义务教育英语课程标准》（2011 年版）所规定的五级目标的相关要求为依据，关注初高中衔接，关注学生的“跨文化语言交际能力”、“逻辑性、创造性和批判性思维品质”、“乐学善学的学习能力”和“有情怀有担当的文化意识”。充分体现英语学科核心素养，为学生全面发展，终身学习打下良好的基础。

### II. 考试内容和要求

#### 一、总体要求和内容

##### （一）考试总体要求

1. 严格依据《义务教育英语课程标准》（2011 年版）来确定考查内容与标准。
2. 着重考查学生的综合语言运用能力。
3. 充分考虑学生的实际身心发展水平，体现试题的公正性、科学性和合理性。
4. 确保试题的信度、效度、区分度和适当的难度。
5. 根据试题的考查目的和考查重点，科学合理制定评分标准。

##### （二）考试总体内容

2019 年遵义市初中毕业生学业（升学）英语学科考试旨在全面考查初中毕业生在义务教育阶段掌握的综合语言运用能力（含语言技能、语言知识、情感态度、学习策略和文化意识）。其中，对语言技能的考查包括听、说、读、写四项内容；对语言知识的考查包括语音、词汇、语法、功能意念和话题五项内容；对情感态度、学习策略和文化意识的考查将渗透在语言知识技能的考查中。考查以课标为依据，与高中教育接轨，关注对学生学科核心素养的评价。

#### 二、考试具体要求与具体内容

##### （一）考试具体要求

###### 1. 根据课程标准的目标和理念确定命题导向和原则

命题导向要有利于贯彻和落实《国务院关于深化考试招生制度改革的实施意见》、《教育部关于进一步推进高中阶段学校考试招生制度改革的指导意见》的精神。在具体命题过程中，要体现课程标准所确立的课程目标和教育教学理念，

要有利于促进和引导初中英语教学全面落实课程标准所规定的课程目标、课程内容和学业质量标准；要有利于引导学生优化学习方式，拓展学习渠道，提高学习效率；要有利于英语教师大胆进行英语教育教学改革；要有利于学校综合评价学生的英语学习水平和表现。考试内容的覆盖范围要全面，题型要丰富多样，采用信息记录与填空、判断、匹配、简答、写概要、写观点、写过程等题型。

英语学业水平考试评分标准力求科学、合理，使英语水平发展程度不同的学生的英语学业成就都能得到全面、公正、客观、准确的评价，充分发挥考试的积极作用。重视考试的区分度，反映优秀学生的学习潜能，以便高中根据人才选拔需要择优录取学生。

## **2. 全面考查英语学科核心素养**

英语学业水平考试的命题要着重考查学生在具体社会情境中运用英语理解和表达意义的能力，特别是听、说、读、看、写的能力。同时，要通过语言材料的选择、考查重点的设置、考试项目和考试形式的设计等，直接或间接地考查学生的文化意识、思维品质和学习能力。在阅读理解部分，适当选择涉及文化背景和文化差异、情感态度和价值观的语篇，试题的设计引导学生对其中的文化差异进行理解和判断，对语篇反映的情感态度和价值观进行分析和阐释；书面表达可引导学生对现象、观点、情感态度进行比较和分析，并在此基础上发表或表明自己的观点、态度和价值判断，以考查学生的思维能力。

学科核心素养是学科育人价值的集中体现，是学生通过学科学习而逐步形成的正确价值观念、必备品格和关键能力。英语学科核心素养主要包括语言能力、文化意识、思维品质和学习能力。

### **(1) 语言能力**

语言能力指在社会情境中，以听、说、读、看、写等方式理解和表达意义的能力，以及在学习和使用语言的过程中形成的语言意识和语感。英语语言能力构成英语学科核心素养的基础要素。英语语言能力的提高蕴含文化意识、思维品质和学习能力的提升，有助于学生拓展国际视野和思维方式，开展跨文化交流。

### **(2) 文化意识**

文化意识指对中外文化的理解和对优秀文化的认同，是学生在全球化背景下表现出的跨文化认知、态度和行为取向。文化意识体现英语学科核心素养的价值取向。文化意识的培育有助于学生增强国家认同和家国情怀，坚定文化自信，树立人类命运共同体意识，学会做人做事，成长为有文明素养和社会责任感的人。

### **(3) 思维品质**

思维品质指思维在逻辑性、批判性、创新性等方面所表现的能力和水平。思维品质体现英语学科核心素养的心智特征。思维品质的发展有助于提升学生分析和解决问题的能力，使他们能够从跨文化视角观察和认识世界，对事物作出正确的价值判断。

### **(4) 学习能力**

学习能力指学生积极运用和主动调适英语学习策略、拓宽英语学习渠道、努力提升英语学习效率的意识和能力。学习能力构成英语学科核心素养的发展条件。学习能力的培养有助于学生做好英语学习的自我管理，养成良好的学习习惯，拓宽学习渠道，提高学习效率。

## **3. 根据英语语言的实际情况命题**

英语试题的设计要充分考虑英语语言在现实生活中的使用情况。在选择语言素材时，尽量使用真实、地道、典型的当代英语素材。根据考试的目的和学生的

实际语言水平，对真实的语言材料进行适当的删减和改写。语言材料的题材和体裁要丰富多样。设计试题时，尽可能提供语义相对完整的语境，尽可能使考试题型接近或类似现实生活中语言使用的实际情况。试题要求学生做的事情（答题）应接近或类似现实生活中人们使用语言来完成的事情。比如，阅读理解和听力理解部分的试题要求学生在听或读的过程中记录信息、补全图表中的信息，或根据材料的内容判断语篇的目标读者（听众）。写作试题要求学生描述真实现象和经历，表达自己的观点和态度。

#### **4. 充分考虑学生的生活经验和认知发展水平**

试题所选择的语言素材和所创设的语言运用情境充分考虑初中学生的生活经验及所处社会环境。试题内容和载体的选择以及题型的设计与学生的认知水平相适应。试题的设计使学生能够结合亲身经历或体验。试题的设计是期望学生能掌握的内容或预期学生应达到的水平。

#### **5. 确保试题的信度和效度**

命题要遵循教育测量的基本原理，保证试题的信度和效度，以使考题设计有利于实现考查的目的，使考试结果准确地反映学生实际水平。试题设计要充分吸收国内外有关评价理论和试题设计的研究与实践的最新成果，结合课程标准的要求，充分发挥不同类型试题的功能，合理配置试卷结构，整卷能够科学、准确、全面、公平地考查学生的英语学业水平。考试题型既要相对稳定，又要有适当的灵活性和可选择性。试题表述形式要规范，指令要清楚、简洁，答题方式要明确；试卷结构要合理、简约。

#### **6. 合理制定评分标准**

语言运用能力涉及多项语言知识和语言技能的灵活运用，知识与技能的表现形式也是多种多样的。因此，要根据各种题型的考查目的和考查重点，科学、合理地制定评分标准。比如，听力部分主要考查学生的听力理解能力，评分标准则以学生是否听懂为首要依据。因此，在听力理解部分，如果学生需要以书写的形式来呈现答案，评分标准则要合理对待书写的准确性问题。阅读理解部分，评分标准以读后理解为首要依据。因此，答题规范和语法问题在阅读并正确理解的基础上合理对待语法和书写问题。写作部分主要考查学生以书面形式表达意义、传递信息、再现生活经历的能力，因此评分标准应该侧重评价这些方面的能力。

## **（二）考试具体形式**

考试形式是指根据不同的考查内容和考查目的而设计的各种考查方式。英语学业水平考试形式贴近真实的语言使用情况，采用典型的听、说、读、看、写等任务及其综合任务的形式，为考生提供运用语言和展示语言能力的机会。

英语学业水平考试是大规模的重要考试。考试既要做到科学、合理、公平、公正。又要做到笔试试题中客观性试题和主观性试题的比例适当。所采用的题型以综合性测试为主，分项测试为辅。

#### **1. 听力理解的考试形式**

听力理解主要考查学生从口语语篇中获取信息和观点的能力。语言素材可以是日常对话、简短的叙事、发言、演讲、报告、广播通知、电话录音等。主要考试形式是：考生在听录音的过程中或听完录音之后，根据录音提供的信息完成某项任务。①听信息并回答问题，根据听到的句子、对话或短文回答问题。考生听一个句子、一段简短的对话（2-4个话轮）或短文，然后回答问题。问题可以是图片、可以是句子做选项，问题印刷在试卷上，B段的问题录在录音中（在对话

或短文之后，由另外一个人朗读）。考生需要从备选项中选择正确答案，备选项为三个。②根据录音内容填空。考生一边听录音一边阅读试卷上提供的文字材料。这些文字材料不是录音的全部内容，而是以提纲、摘要、笔记、图表等形式再现的录音主要内容。考生一边听录音一边补全信息。需要补全的内容一般是录音中的关键信息。

## **2. 阅读理解考试形式**

阅读理解主要考查学生理解书面语篇的能力，其中包括对语篇内容、语篇结构的理解和把握，也包括对语篇内容的分析、阐释和评价。具体考试形式包括以下几种：

### **①完形填空题**

短文中的十个单词被摘出，以四个选项的形式供学生选出最适合的一项，将语篇的上下文意义逻辑进行连接。考生根据短文内容，选出能填入空白处的最佳选项。此题型主要考查学生理解语篇上下文逻辑关系的能力。

### **②口语交际题**

考生阅读一段口语对话，并阅读试卷上提供的七个简短的陈述。考生根据所读材料的内容判断这些选项如何按顺序填入到空白处。考查重点是学生对口语语篇上下文逻辑意义的理解能力和口语交际能力。

### **③阅读选择题**

考生阅读短文并回答与短文内容有关的问题。这类试题既可以考查学生对文章内容的理解，也可以考查文章中特定词汇或语法结构在表达意义方面所起的作用。包括中心概括题、推理判断题、细节理解题、词义理解题等。

### **④任务型阅读题**

给考生提供五个问题，每个问题都与篇章的中心等有逻辑联系。以一般疑问句、特殊疑问句、汉译英或英译汉等形式进行开放性答题。考生需要从文章中找到回答这些信息的句子，并将这些答题内容按正确的方式书写。

### **⑤短文填空题**

考生阅读一段短文，在空白处填入一个语法上适当的词，其中部分词未给出提示词，给出提示词的填入括号中所给单词的正确形式。

### **⑥短文改错题**

阅读短文，修改短文中存在的错误，文中共有 10 处语言错误，每句中最多有两处。错误涉及一个单词的增加、删除或修改。

## **3. 写作部分的考试形式**

写作部分主要考查学生的写作能力，其中包括写作的流利性、准确性和得体性。主要考试形式可以包括以下几种：

### **①命题作文**

考生根据所给题目写作文。如给考生提供一个观点或描述某种现象，要求考生就该观点或现象发表自己的看法。

### **②看图写报告**

考生根据所提供的图形或表格中的信息，以书面文字的形式呈现图表中的相关信息和内容，可能需要对信息和内容进行必要的归纳、整理和分析。

### **③故事续写**

考生阅读故事性短文，根据其中情节，续写故事，使之完整。

### (三) 考试具体内容

英语学业水平考试主要考查学生在语言能力、文化意识、思维品质和学习能力等方面达到的水平。考查学生的英语语言运用能力的同时,渗透对文化意识、思维品质和学习能力的检测。对语音、词汇、语法、语用、语篇和文化知识的考查渗透在英语理解能力和表达能力的考查之中。从理解的对象和理解的层次设置试题的考查点。理解的对象包括语篇直接或间接提供的信息、事实、观点、情感和态度等。理解的层次包括识别、区分、归纳、分析、阐释和评价等。试题的难度可以从理解的全面性和深刻性两方面来考虑。英语表达能力是指学生用英语进行口头或书面表达的能力,特别是在真实语境中传递与沟通信息、再现生活经历、表达观点、意图和情感的能力。具体考试内容如下:

#### 1. 英语主题语境内容

考试的语言素材围绕三个主题语境,密切联系生活,引导学生认识自我、社会和自然,从而具备必要的文化意识,形成一定的思维品格,达成初中毕业生要具备的学习能力和语言能力。

主题语境表

| 主题语境 | 主题群  | 主题语境内容要求   |
|------|--|--|
| 人与自我 | 生活与学习<br>做人与做事                             | 1-1. 个人、家庭、社区及学校生活;<br>1-2. 健康的生活方式、积极的生活态度;<br>1-3. 认识自我,丰富自我,完善自我;<br>1-4. 乐于学习,善于学习,终身学习;<br>1-5. 语言学习的规律、方法等;<br>1-6. 优秀品行,正确的人生态度,公民义务与社会责任;<br>1-7. 生命的意义与价值;<br>1-8. 未来职业发展趋势,个人职业倾向、未来规划等;<br>1-9. 创新与创业意识。  |
| 人与社会 | 社会服务与人际沟通<br>文学、艺术与体育<br>历史、社会与文化<br>科学与技术 | 1-10. 良好的人际关系与社会交往;<br>1-11. 公益事业与志愿服务;<br>1-12. 跨文化沟通、包容与合作;<br>1-13. 小说、戏剧、诗歌、传记、文学简史、经典演讲、文学名著等;<br>1-14. 绘画、建筑等领域的代表性作品和人物;<br>1-15. 影视、音乐等领域的概况及其发展;<br>1-16. 体育活动、大型体育赛事、体育与健康、体育精神;<br>1-17. 不同民族文化习俗与传统节日;<br>1-18. 对社会有突出贡献的人物;<br>1-19. 重要国际组织与社会公益机构;<br>1-20. 法律常识与法治意识等;<br>1-21. 物质与非物质文化遗产。 |

|      |                              |   |
|------|------------------------------|---|
|      |                              | 1-22. 社会热点问题;<br>1-23. 重大政治、历史事件、文化渊源;<br>1-24. 社会进步与人类文明;<br>1-25. 科技发展与信息技术创新, 科学精神, 信息安全。  |
| 人与自然 | 自然生态<br>环境保护<br>灾害防范<br>宇宙探索 | 1-26. 主要国家地理概况;<br>1-27. 自然环境、自然遗产保护;<br>1-28. 人与环境、人与动植物;<br>1-29. 自然灾害与防范, 安全常识与自我保护;<br>1-30. 人类生存、社会发展与环境的的关系;<br>1-31. 自然科学研究成果;<br>1-32. 地球与宇宙奥秘探索。 |

## 2. 英语学业质量水平内容

### 英语学业质量水平表

本水平表根据问题情境本身的复杂程度、问题情境对相关知识、技能、思维品质的要求以及问题情境涉及的情感态度和价值观念等进行水平的要求。主要表现为学生在不同复杂程度的情境中, 运用知识、技能以及各种重要概念、方法和观念解决问题的关键特征。

学生能够在相对熟悉的情境中, 围绕课程内容所涉及的人与自我、人与社会和人与自然等主题语境, 使用所学的语言知识和文化知识, 有效运用学习策略, 理解课程所规定的不同类型语篇所传递的意义、意图和情感态度, 理解语篇中不同的文化元素及其内涵, 分析不同语篇类型的结构特征和语言特点, 并能以口头或书面形式陈述事件、传递信息、表达观点和态度等。

| 模块 | 序号    | 质量描述  |
|----|-------|---|
| 听  | 2-1-1 | 水平一 在听的过程中, 能抓住日常生活语篇的大意, 获取主要事实和观点。        |
|    | 2-1-2 | 水平二 在听的过程中, 能抓住熟悉话题语篇的大意, 获取其中的主要信息。        |
|    | 2-1-3 | 水平三 能通过听, 抓住口语语篇的大意, 理解其中的主要信息和观点。          |
| 听  | 2-2-1 | 水平一 能根据重音、语调、节奏的变化, 理解说话人所表达的意义和意图。         |
|    | 2-2-2 | 水平二 理解说话者选用的词汇所实现的表达效果。                     |
|    | 2-2-3 | 水平三 理解正式口语表达语篇的语言特征。                        |
| 听  | 2-3-1 | 水平一 在听的过程中, 能注意到图片、符号、表格、流程图等传递的信息。         |
|    | 2-3-2 | 水平二 能借助说话人使用的图片、表格、示意图等多模态资源, 更准确地理解话语的意义。  |
|    | 2-3-3 | 水平三 理解广告等视觉媒体传递的信息和意义。                      |
| 说  | 2-4-1 | 水平一 能用适当的语言与他人进行基本的信息交流。                    |
|    | 2-4-2 | 水平二 能简要地口头描述自己或他人的经历, 表达观点。                 |
|    | 2-4-3 | 水平三 在一定的语境中, 能口头描述事件发生、发展的过程。               |
| 说  | 2-5-1 | 水平一 能口头介绍中外主要节日。                            |
|    | 2-5-2 | 水平二 能口头介绍中外文化传统。                            |
|    | 2-5-3 | 水平三 能口头介绍中西方文化背景。                           |
| 说  | 2-6-1 | 水平一 在口头表达中, 能根据交际场合和交际对象的身份, 选择恰当的语言形式表达意义。 |
|    | 2-6-2 | 水平二 根据交际场合的程度和程序, 选择正式或非正式、直接或委婉的语          |

|     |                            |  |
|-----|----------------------------|--|
|     | 2-6-3                      | 言形式表达道歉、请求、祝愿、建议、拒绝、接受等。<br>水平三 能根据社会交往场合恰当地交流和表达态度和观点。  |
| 看与听 | 2-7-1<br>2-7-2<br>2-7-3    | 水平一 能通过重音、语调、节奏的变化,表达意义和意图。<br>水平二 能在表达中借助语言建构,体现文化意识。<br>水平三 能针对电影、电视、新闻等多模态语篇表达个人观点。   |
| 看与说 | 2-8-1<br>2-8-2<br>2-8-3    | 水平一 能通过重复、解释、提问等方式;克服交际中的语言障碍,保持交际的顺畅。<br>水平二 能判断和识别书面语篇的意图,获取其中的意要信息和观点:使识别语篇中的主要事实与观点之间的逻辑关系。<br>水平三 能在交流过程中,归纳、提炼和总结交流中的主要内容。   |
| 看与读 | 2-9-1<br>2-9-2<br>2-9-3    | 水平一 能通过读与看,抓住日常生活语篇的大意,获取其中的主要信息。<br>水平二 能识别语篇中的内容要点和相应支撑论据。<br>水平三 能评价语篇所反映的内容;能根据语篇中的事实进行逻辑推理。   |
| 读   | 2-10-1<br>2-10-2<br>2-10-3 | 水平一 能区分语篇中的主要事实与观点;能基于所读和所看内容,进行推断、比较、分析和概括。<br>水平二 能识别语篇中信息的布局及承接关系;能理解语篇成分之间的语义逻辑关系,如:次序关系、因果关系、概括与例证关系;能识别语篇中的时间顺序、空间顺序、过程顺序等。<br>水平三 能批判性地审视语篇的结构和连贯性,建立起篇章的建构意识。  |
| 读   | 2-11-1<br>2-11-2<br>2-11-3 | 水平一 能识别语篇的类型和结构,辨识和分析语篇的文体特征及衔接手段。<br>水平二 能识别语篇为传递意义而选用的主要词汇和语法结构。<br>水平三 能在语境中理解具体词语的功能、词语的内涵和外延以及使用者的意图,能识别语法结构在组织语篇中的作用。  |
| 读   | 2-12-1<br>2-12-2<br>2-12-3 | 水平一 能识别语篇直接陈述的情感态度、价值观和社会文化现象。<br>水平二 能识别语篇间接反映的社会文化现象。<br>水平三 能欣赏演讲、名著、传记、电影、电视等。   |
| 写   | 2-13-1<br>2-13-2<br>2-13-3 | 水平一 能以书面形式概要描述自己或他人的经历,并表达观点;能简单介绍中外主要节日和中华优秀传统文化;书面表达中所用词汇和语法结构能够表达主要意义。<br>水平二 能在书面表达中有条理地描述自己或他人的经历,阐述观点,表达情感态度,能描述事件发生、发展的过程;能描述人或事物的特征、说明概念;能概述所读语篇的主要内容或续写语篇。<br>水平三 能通过书面方式再现想象的经历和率物,对事实、观点、经历进行评论;能根据需要创建不同形式的语篇。 |
| 写   | 2-14-1<br>2-14-2<br>2-14-3 | 水平一 能运用语篇的衔接手段构建书面语篇、表达意义,体现意义的逻辑关联性。<br>水平二 能在表达过程中有目的地选择词汇和语法结构。确切表达意思.体现意义的逻辑关联性。<br>水平三 能使用衔接手段提高书面语篇的连贯性;能使用较恰当词汇、语法表达意义。   |

### 3. 英语核心素养内容

英语学业水平考试的命题要着重考查学生在具体社会情境中运用英语理解和表达意义的能力，特别是听、说、读、看、写的能力。同时，要通过语言材料的选择、考查重点的设置、考试项目和考试形式的设计等，直接或间接地考查学生的文化意识、思维品质和学习能力。

|      |             |  |    |    |       |   |
|------|-------------|--|----|----|-------|---|
| 语言能力 | 语言知识        | 语音   | 词汇 | 语法 | 语篇和语用 |   |
|      | 语言技能        | 听  | 说  | 读  | 看     | 写 |
|      | 跨文化交际       | 功能意念项目（主题、功能、语法）   |    |    |       |   |
|      | 水平一<br>语言认知 | 3-1 意识到英语和英语学习与个人发展、国家发展和社会进步的关系；3-2 意识到语言与世界、语言与文化和思维之间有联系；3-3 具有初步的英语语感。                                     |    |    |       |   |
|      | 水平二<br>语言理解 | 3-4 在熟悉的语境中较为熟练地使用已有的英语语言知识；3-5 理解多模态语篇传递的要义、主要信息和意图；3-6 辨识语篇的整体结构和文体；3-7 根据上下文推断意义。                           |    |    |       |   |
|      | 水平三<br>语言运用 | 3-8 陈述事件，传达信息；3-9 表达个人见解和情感；3-10 在熟悉的人际交往中，尝试构建恰当的交际角色和人际关系。   |    |    |       |   |
| 文化意识 | 水平一<br>人文情怀 | 3-11 感知所学内容的语言美和意蕴美；3-12 感知中外文化的差异；3-13 初步形成跨文化意识；3-14 通过中外文化对比，加深对中国文化的理解；3-15 坚定文化自信。                        |    |    |       |   |
|      | 水平二<br>健全人格 | 3-16 能够在明确的情境中根据直接提示找出文化信息；3-17 了解中外优秀文化，形成正确的价值观。   |    |    |       |   |
|      | 水平三<br>社会担当 | 3-18 有兴趣和意愿了解并比较具有文化多样性的活动和事物；3-19 能够用所学的英语简单介绍中外文化现象。   |    |    |       |   |
| 思维品质 | 水平一<br>逻辑思维 | 3-20 注意观察语言和各种文化的各种现象；3-21 通过比较，识别各种信息的异同；3-22 根据不同的环境条件，客观分析各种信息之间的关联和差异；3-23 发现产生差异的基本原因，从中推断出它们之间形成的简单逻辑关系。 |    |    |       |   |
|      | 水平二<br>批判思维 | 3-24 针对所获取的信息，提出自己的看法；3-25 通过简单的求证手段，判断信息的真实性；2-26 形成自己的看法，避免盲目接受或否定。  |    |    |       |   |
|      | 水平三<br>创新思维 | 3-27 根据所获得的信息，提取共同特征；3-28 形成新的简单概念；2-29 试用新概念解释新的问题；3-30 尝试从另一个角度认识世界。   |    |    |       |   |
| 学习能力 | 水平一<br>动机策略 | 3-31 认识到英语的重要性；3-32 对英语学习感兴趣；3-33 有英语学习动力。   |    |    |       |   |
|      | 水平二<br>学习策略 | 3-34 有学习计划；3-35 掌握英语学习的常用方法和策略；2-36 有学好英语的决心和克服困难的意志；3-37 虚心学习并向他人求教。  |    |    |       |   |
|      | 水平三<br>交际策略 | 3-38 有较强的合作精神；3-39 了解多种学习资源渠道；3-40 积极参与英语学习活动。   |    |    |       |   |



### III. 考试形式

1. 答卷方式：闭卷、笔试。
2. 考试时间：120 分钟，满分 150 分。
3. 制卷要求：使用独立的试题卷和独立的答题卡。试题卷长度：16K 版 8 页；答题卡长度 A4 版 2 页。

### IV. 试卷结构

试卷分为试题卷和答题卡两部分。考生在答题卡上答题。

试题根据能力要求分为四个部分：听力；语篇完形；阅读、词汇与语法；写作。

听力、完形、阅读与语法、写作四个部分的分值分别是：30；25；75；20。

听力、完形、阅读与语法、写作四个部分分数的百分比是：20%；17%；50%；13%。

试题题型包括客观性试题和主观性试题两大类。

客观性试题指听力 ABC 部分、完形填空、口语交际、阅读理解 ABCD 篇。

主观性试题指 D 部分听力填空、任务型阅读（E）、短文填空、短文改错和书面表达。

主客观题题型的分数分别为：客观题 87.5 分；主观题 62.5 分。

主客观题题型分数的百分比为：客观题 58%；主观题 42%。

学业（升学）考试的试题按其难度分为容易题、中等题和难题。难度在 0.7 以上的题为容易题。难度在 0.4-0.7 之间的题为“中等题”，难度在 0.4 以下的题为“难题”，易中难三种试题的难度比值为 6：3：1。

# 遵义市 2019 年初中毕业生学业（升学）考试英语学科试卷结构表

（全卷：全卷总分 150 分，考试时间 120 分钟）

| 大题号  | 大标题              | 小节号  | 小标题   | 题型  | 小题号   | 题数 | 小分    | 分值（分）                           |
|------|------------------|------|-------|---|-------|----|-------|---------------------------------|
| 第一部分 | 听力<br>30 分       | 第一节  | 听力选择  | A. 图片理解（听句子，从 A、B、C 选项中选出正确图片）。                                 | 1-5   | 5  | 22.5  | 共 20 小题<br>每小题 1.5 分<br>共计 30 分 |
|      |                  |      |       | B. 小对话理解（听小对话及问题，选出最佳答案）。                                       | 6-10  | 5  |       |                                 |
|      |                  |      |       | C. 听力理解（听长对话或短文，选出最佳答案）。  | 11-15 | 5  |       |                                 |
|      |                  | 第二节  | 听力填空  | D. 听力填空（听长对话或短文，填写表格）。  | 16-20 | 5  | 7.5   |                                 |
| 第二部分 | 语篇<br>完形<br>25 分 | 第一节  | 完形填空  | 阅读短文，根据其内容，从 A、B、C、D 四个选项中选出最佳答案。                               | 21-30 | 10 | 15    | 共 10 小题<br>每小题 1.5 分<br>共计 15 分 |
|      |                  | 第二节  | 口语交际  | 情景七选五，从七个选项中选出能填入对话的五个选项。                                       | 31-35 | 5  | 10    | 共 5 小题<br>每小题 2 分<br>共计 10 分    |
| 第三部分 | 阅读、词汇与语法<br>75 分 | 第一节  | 阅读理解  | 阅读 A、B、C、D 四篇短文，根据其内容，从 A、B、C、D 四个选项中选出最佳答案。                    | 36-40 | 5  | 40    | 共 20 小题<br>每小题 2 分<br>共计 40 分   |
|      |                  |      |       |   | 41-45 | 5  |       |                                 |
|      |                  |      |       |   | 46-50 | 5  |       |                                 |
|      |                  |      |       |   | 51-55 | 5  |       |                                 |
|      |                  | 第二节  | 任务型阅读 | 阅读短文 E 篇，回答相关问题或翻译文中句子。   | 56-60 | 5  | 10    | 共 5 小题<br>每小题 2 分<br>共计 10 分    |
|      |                  | 第三节  | 短文填空  | 阅读下面短文，在空白处填入一个适当的词，或填入括号中所给单词的正确形式。                            | 61-70 | 10 | 15    | 共 10 小题<br>每小题 1.5 分<br>共计 15 分 |
|      |                  | 第四节  | 短文改错  | 阅读短文，修改文中错误，文中共有 10 处语言错误，每句中最多有两处。错误涉及一个单词的增加、一个单词的删除和八个单词的修改。 | 71-80 | 10 | 10    | 共 10 小题<br>每小题 1 分<br>共计 10 分   |
| 第四部分 | 写作<br>20 分       | 书面表达 |       | 书面表达，写一篇 80 词左右的短文。   | 81    | 1  | 20    | 共计 20 分                         |
| 四大题  |                  | 九小节  |       |   | 81 小题 |    | 150 分 |                                 |

## V. 题型示例

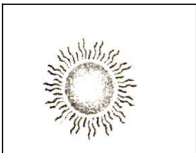



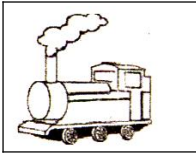



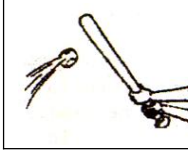


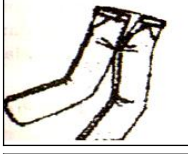



(备注：题型示例是对题型的展示，不代表考试范围和难易度等)

### 示例 1. 听力选择题

第一部分 听力(共 2 小节，满分 30 分)

第一节 听力选择(共 15 小题，每小题 1.5 分，共计 22.5 分)

A、图片理解 请听句子，从 A、B、C 中选择与句子意思相符的正确图片。并用 2B 铅笔把答题卡上对应题目的答案标号涂黑。(听两遍)

|   |  |  |  |
|---|--|--|--|
| 1 | A.    | B.    | C.    |
| 2 | A.    | B.    | C.    |
| 3 | A.   | B.   | C.   |
| 4 | A.  | B.  | C.  |
| 5 | A.  | B.  | C.  |

听力材料：(听两遍)

1. What a heavy rain! Why don't you put on your raincoat?
2. My mother asks me to go to Wuhan by ship, but I want to fly there.
3. Jimmy is playing basketball. He loves it.
4. Tom's trousers are over there.
5. My brother usually goes to school at half past seven.

**【示例 1 说明 1】**看图辨音。考查学生在不同主题语境下，通过听和看，抓住关键词，联系真实情景。确定相应图片对应的相应词汇在语音、词性和语义三个方面的辨析。考查的不仅仅是辨音，更多的是在所设置情境下对信息的整理、对照、计算、推理等预判和确认能力。

**【答案】**1-5 B A B C A

B、小对话理解请听小对话及问题，从 A、B、C 中选择正确的答案，并用 2B 铅笔把答题卡上对应题目的答案标号涂黑。(听两遍)

- |                       |                    |                    |
|-----------------------|--------------------|--------------------|
| 6. A. On foot.        | B. By bike.        | C. By bus.         |
| 7. A. She is reading. | B. She is calling. | C. She is singing. |
| 8. A. An iced coffee. | B. A hot coffee.   | C. Neither.        |

9. A. Because they are too old.  
 B. Because he doesn't like their color.  
 C. Because he can't wear them.
10. A. Today.                                      B. Tomorrow.                                      C. The day after tomorrow.

听力材料：小对话理解（听两遍）

6. M: How do most people get around this city? It's popular to go on foot.  
 W: By bike mostly.  
 Q: How do most people get around this city?
7. M: Hey, Megan, what are you reading?  
 W: What? I'm sorry, what did you say? The music is too noisy.  
 Q: What is Megan doing?
8. M: Do you want a drink?  
 W: Yes, please. A coffee.  
 M: An iced coffee?  
 W: No, I don't like iced coffee. A hot coffee, please.  
 Q: Does the girl want an iced coffee or a hot coffee?
9. M: These are my shirts, but I don't want them.  
 W: What's the problem?  
 M: Well, one is small and one is short. I can't wear them.  
 Q: Why doesn't the boy want the shirts?
10. W: When is the school trip?  
 M: April ninth.  
 W: It's not today. That's tomorrow!  
 M: Oh yeah. You're right!  
 Q: When is the school trip?

**【示例 1 说明 2】**小对话理解。听小对话所描述的情景，对所涉及的人和物在情境中的情况做出判断。需要对照、比较、分析、推理、计算、排除、罗列、甄选等。

**【答案】6-10 B A B C B**

C、听力理解 请听长对话(或短文)，根据其内容，从 A、B、C 中选择能回答所给问题的最佳答案，并用 2B 铅笔把答题卡上对应题目的答案标号涂黑。（听三遍）

11. The farmer took a bag of \_\_\_\_\_ to a town one day.  
 A. fruit                                      B. rice                                      C. salt
12. The poor farmer lived \_\_\_\_\_.  
 A. in the town                                      B. in the city                                      C. near the great man's home .
13. When seeing the great man, the farmer was very \_\_\_\_\_.  
 A. happy                                      B. bored                                      C. disappointed
14. The great man got off his horse as soon as \_\_\_\_\_.  
 A. he came nearer                                      B. the bag fell off                                      C. he saw the poor farmer
15. The farmer could thank the great man by \_\_\_\_\_.  
 A. helping others                                      B. lifting the bag                                      C. giving him money

听力材料：听力理解（听三遍）

One day a poor farmer was taking a bag of rice to a town. Suddenly the bag fell from his horse on the road. He didn't know what to do because it was too heavy for him to lift by himself.

Just at that moment, a man riding a horse came up to him. It was the great man who lived near his home. But the farmer was very disappointed when he saw the great man. The farmer had hoped to ask another farmer or a poor man for help.

But to his surprise, the great man got off his horse as soon as he came nearer. Then he helped the farmer lift the bag together and put it on the horse.

“Sir, ” asked the farmer, “how can I thank you?”

“It’ s quite easy, ” the great man answered with a smile. “Wherever you see anyone else in trouble, give him a hand!”

**【示例 1 说明 3】**听力理解。根据情景，对短文的中心思想、细节判断、逻辑推断等进行排列、组合、计算、推断等。就短文中何人、何时、何地三要素和事情的起因、过程和结果等中心、细节等予以罗列和做出判断。

**【答案】**11-15 B C C A A

## 示例 2. 听力填空

第二节 听力填空(共 5 小题，每小题 1. 5 分，共计 7. 5 分)

D、听力填空 请听短文，根据其内容填写表格，并将正确答案用黑色墨水笔或黑色签字笔填写在答题卡规定的位置上。(听三遍)

| Information about Han Mei in ten years |                                       |
|--|---------------------------------------|
| Age                                    | 16. _____                             |
| English level                          | 17. _____                             |
| Place of living                        | 18. _____                             |
| Living conditions                      | a big house with a beautiful 19 _____ |
| Transportation                         | ride a 20. _____ bike .               |

听力材料：听力填空 （听三遍）

Hello, my name is Han Mei. I went to London last year and fell in love with the city. From then on, I started to learn English. In ten years, I will be 28 years old, and my English level will be great ! I will move to London. And I plan to build a big house with a beautiful garden there. I will be a doctor because I love to help others. I will ride my running bike everywhere. I don’ t like taking the bus. This will be my life in ten years.

**【示例 2 说明】**听力填空。根据情景，对短文的中心思想、细节判断、逻辑推断等进行排列、组合、计算、推断等。并在听的过程中做下记录，然后根据听力内容将答案填入表格。本题围绕文章中心涵盖不同词性和词义的四会词汇。

**【答案】**16.28 / twenty--eight 17. great 18. London 19. garden 20. running  
(评分说明：大小写错误扣 0.5 分)

## 示例 3：完形填空

第二部分 语篇完形（共两小节，合计 25 分）

第一节 完形填空（共 10 小题，每小题 1.5 分，共计 15 分）

阅读短文，根据其内容，从 A、B、C、D 中选出最佳答案，并用 2B 铅笔把答题卡上对应题目的答案标号涂黑。

My name is Damian Costa. I was born in a small village in Italy in 1952. I spent the first few

years of my life there before my family 21 to Perth Australia.

We arrived in Australia in the summer of 1957. I went to 22 and I had to attend special classes to learn English as all the lessons were taught in English.

We did not have much 23, so we lived very simply. My parents worked as cleaners. They earned (挣钱) just enough for us to survive (维持生活) and 24 a little money. My father had always wanted to 25 a small restaurant. Finally, 26 ten years of hard work, in June 1967, he managed to save enough and opened our first pizzeria (比萨饼店).

27 business was slow at first, it soon got better. I helped out at the pizzeria after school and at weekends. Just two years after we 28, my father decided that we needed a full-time waiter. Then he decided to 29 me the art of making wood-fired pizzas.

Today we have three branches(分店) in Perth. Sydney and Adelaide. My children have 30 learned how to make pizzas and they quite enjoy it. I hope to pass on the business to them.

- |                 |             |             |              |
|-----------------|-------------|-------------|--------------|
| 21. A. returned | B. moved    | C. pointed  | D. connected |
| 22. A. school   | B. hospital | C. church   | D. business  |
| 23. A. paper    | B. illness  | C. health   | D. money     |
| 24. A. save     | B. borrow   | C. share    | D. choose    |
| 25. A. sell     | B. see      | C. open     | D. leave     |
| 26. A. before   | B. after    | C. during   | D. between   |
| 27. A. Because  | B. If       | C. Although | D. Whether   |
| 28. A. played   | B. relaxed  | C. started  | D. stopped   |
| 29. A. like     | B. teach    | C. believe  | D. lend      |
| 30. A. perhaps  | B. never    | C. hardly   | D. also      |

**【示例 3 说明】**完形填空。根据短文内容。从 A、B、C、D 四个选项中选择最佳答案。

**【答案】** 21-25 B A D A C      26-30 B C C B D

## 示例 4：口语交际

第二节 口语交际(共 5 小题，每小题 2 分，共计 10 分)

情景七选五 请阅读下面一段对话，根据其情景，从方框内七个选项中选出能填入对话的五个选项。并用 2B 铅笔把答题卡上对应题目的答案标号涂黑。

(Li Hua met a foreigner on his way home. L is for Li Hua; F is for the foreigner.)

F: Excuse me. I'm afraid I am lost. 31

L: Sure! Let me see, You're now here near the bus station, the heart of the city.

F: Oh, yes. 32

L: Go straight down, and then turn left, go straight, and at the third crossing you'll see it on your right.

F: 33

L: About thirty minutes' walk. And you can also take the No. 1 Bus from this bus station and go past 5 stops, You need to get off at Peoples Park, Renming Gongyuan in Chinese. 34

F: Okay... Thank you!

L: No problem, And, you can also ride a shared bike. Do you have Ali Pay on your phone? 35

F: Thanks a lot.

L: You're welcome.

- A. Well, how can I get to the nearest bookstore from here?  
B. If you do, you can go there on the bike.  
C. That's all right.  
D. Could you tell me where I am on this map?  
E. Ten minutes is enough, if the traffic is good.  
F. It's my first day in the city.  
G. How long will it take to walk there?

【示例 4 说明】口语交际七选五。根据长对话内容，从所给的七个句子中选择能填入长对话的五个选项。

【答案】31-35 DAGEB

### 示例 5：阅读选择题

第三部分 阅读、词汇与语法(共 4 小节，满分 75 分)

第一节 阅读理解(共 20 小题，每小题 2 分，共计 40 分)

阅读材料 A、B、C、D，根据其内容选择填空，并用 2B 铅笔把答题卡上对应题目的答案标号涂黑；

#### A

For his eleventh birthday, Lin got a gift that had an important influence on his life. On that day his father took him to the Children's Activity Centre and said he could choose any course that interested him. There was just one requirement: Lin would have to promise to study it for at least one year. For Lin had had many hobbies, but none kept his interest for more than a week or two.

Lin's eyes moved down the noticeboard that listed all the courses on offer. He stopped at "Photography". He liked the idea of taking beautiful pictures but the notice said that each student needed their own camera. Although Lin's family weren't poor, they weren't rich either, and a camera cost a lot of money. He continued looking.

The next course to catch his eye was "Language Art". He didn't even know what that meant. His father explained that it taught people how to make public speeches. Lin, a shy boy, could think of nothing worse.

Then he saw it. "Cooking" sounded like something he'd like to do. It was inexpensive and convenient, it could be done alone and it was also creative.

Based on Lin's hobby history, his dad had doubts, but he agreed. Much to his parents' surprise, Lin kept his promise. He studied cooking at the Centre every Saturday, and practised at home, making delicious meals for his family. Everyone looked forward to birthdays, when they could eat his cakes. Lin got great satisfaction from the pleasure his food brought to others.

The months turned to years but his hobby never changed again.

Now Lin is an adult and runs a successful restaurant. When customers say they enjoy his meal, he still gets the same pleasure he did as a child, and remembers the special gift he received all those years ago.

36. Why didn't Lin choose to study photography?

- A. It was too expensive.  
 B. He had no interest in it.  
 C. He was not very creative.  
 D. It was not offered that term.
37. The underlined expression "catch his eye" in Paragraph 4 means "\_\_\_\_\_".  
 A. make him excited  
 B. cause him surprise  
 C. get his attention  
 D. help him see clearly
38. Which of the following best describes Lin's interest in cooking?  
 A. It only lasted for a short time.  
 B. It seemed to match his character.  
 C. It was forced on him by his parents.  
 D. It developed slowly over many months.
39. Why did the father have doubts about Lin's choice of cooking?  
 A. Lin wasn't good at cooking.  
 B. Cooking wasn't very convenient.  
 C. He didn't think Lin would continue.  
 D. Cooking wasn't a good hobby for a boy.
40. What's the best title for the passage?  
 A. A Strict Father  
 B. A Changeable Boy  
 C. The Fun of Cooking  
 D. The Birthday Gift

## B

| <b>Science for Kids</b>   |  |
|---|--|
| This month's most popular books   |  |
| <b>1. Women in Science by Rachel Ignatofsky</b><br><b>Price \$25</b><br>We all know the story of Marie Curie and her many scientific achievements. But many other brilliant female scientists are far less well known. This book is a great introduction to the lives and works of some of the most important and up-to-now unknown women in science.<br>Recommended for Ages: 12-15    Order Now | <b>Special Offer</b><br>For this month only, all Bestbooks Book Club members will pay 20% less for every book ordered. Join our club for free and save big money!<br><b>Delivery</b><br>We bring every book you order right to your door within three days. For <b>Bestbooks</b> |
| <b>2. First Big book of How by Jill Esbaum</b><br><b>Price \$15</b><br>An excellent book about sea life for young children. The book is divided into 4 parts, one for each of the Pacific, Atlantic, Indian and Arctic oceans. It focuses on the different animals found in each of these seas, along with interesting facts and amazing pictures.<br>Ages: 5-10                      Order Now   |  |



|   |  |
|---|--|
| <p><b>3. A Really Short History of Nearly Everything by Bill Bryson</b><br/> <b>Price \$15</b><br/>         Bill Bryson takes readers on a very funny and educational trip through the history of modern science-from its unexpected successes to its great failures and everything in between.<br/>         Ages: 14 and over                      Order Now</p>   | <p><b>Book Club</b> members this is <b>free</b>. Non-members must pay an extra \$2 per book.</p> |
| <p><b>4. National Geographic's First Big Book of the World by Jan Carn.</b><br/> <b>Price \$20</b><br/>         This book is the perfect introduction to the seven continents. It tells young readers about the different animals that live on each of these lands and gives a simple description of the people's history and culture.<br/>         Ages: 5-12                                  Order Now</p> |  |

41. How are the books on this webpage listed?
- A. By price.  
 B. By popularity.  
 C. By reader's age.  
 D. By writer's name.
42. What is true about the book *Women in Science*?
- A. It is mainly about Marie Curie's history.  
 B. It lists all the important scientific achievements.  
 C. It includes women scientists that aren't famous.  
 D. It is mostly about the development of modern science.
43. How much will a Bestbooks Book Club member pay in total if he orders *First Big Book of How* and *A Really Short History of Nearly Everything* today?
- A. \$34.                      B. \$30.                      C. \$26.                      D. \$24.
44. A primary school student who needs to write a science report about African elephants should choose \_\_\_\_\_.  
 A. *Women in science*  
 B. *First Big Book of How*  
 C. *A Really Short History of Nearly Everything*  
 D. *National Geo-graphic's First Big Book of the World*
45. What is the main purpose of this web page?
- A. To sell books to young readers.  
 B. To attract new book club members.  
 C. To encourage students' interest in science.  
 D. To review books young readers might like.

### C

Many people know that rubbish is a big problem on planet Earth. What many people don't know is that junk has become a problem in outer space(外太空) too.

According to BBC News, there are more than 22, 000 pieces of space junk floating around the earth. And these are just the things that we can see from the surface of the earth by telescopes(望远镜). There are also millions of smaller pieces of junk that we can't see.

Objects, like bits of old space rockets or satellites, move around the planet at very high speeds fast that even a very small piece can break important satellites or become dangerous to

astronauts. If the tiniest piece of junk crashed into a spaceship, it could damage it.

To make things worse, when two objects in space crash, they break into many smaller pieces. For example, when a U.S. satellite hit an old Russian rocket in 2009, it broke into more than 2,000 pieces.

To reduce space junk, countries have agreed that all new space tools can only stay in space for 25 years at most. Each tool must be built to fall safely into the earth's atmosphere after that time. In the higher parts of the atmosphere, it will burn up.

Many scientists also suggesting different ways to clean up space junk. In England scientists are testing a metal net that can be fired into space junk. The net catches the junk and then pulls it into the earth's atmosphere to burn up. The Germans are building robots that can collect pieces of space junk and bring them back to Earth to be safely destroyed.

The problem is becoming more challenging because we're sending more objects into space to help people use their mobile phones and computers," says Marco Castronuovo, an Italian space Researcher.

"The time to act is now. The longer we leave the problem, the bigger it will become," he says.

46. What does the underlined word "these" in Paragraph 2 refer to?

- A. Telescopes.
- B. Satellites.
- C. Pieces of space junk.
- D. BBC news reports.

47. Why is space junk a problem?

- A. It burns up after it re-enters the atmosphere
- B. It often stops the view of telescopes on Earth
- C. It could force new space tools to travel at slower speeds
- D. It may crash into other space tools causing damage or death

48. Countries want future space tools to be able to fall back into the earth's atmosphere so that\_\_\_\_\_.

- A. the tools can be reused later
- B. the tools don't become space junk
- C. the earth's atmosphere can stay clean
- D. the effects of space flight can be studied

49. How do the Germans plan to deal with space junk?

- A. Catch it with nets.
- B. Use robots to collect it.
- C. Burn it in the earth's atmosphere.
- D. Send it further away from the earth.

50. In which section of the newspaper would you probably read this article?

- A. Environment.      B. Local News.      C. Education.      D. Fashion.

## D

Experts believe that there are more than 8 million restaurants in the world today. So it might surprise you to learn that restaurants have only existed for a few centuries. Before 1765, there were no restaurants. That is, there were no places that provided the restaurant experience. In fact, there were no menus anywhere.

There were eating places travellers could go to centuries before that. The countryside was full of inns that would serve food. And there were taverns where one could get drinks. The rich could also eat special meals prepared by private cooks. But none of them could be called a “restaurant”.

A man called Boulanger changed that. In 1765, he opened a place in Paris that sold soups. On his sign he used the word "restaurant" to describe what he was selling. At that time, soups were considered something that could help "restore"(恢复)your health- in French the word "restore" is “restaurer”--- so he called the soups "restaurants". Soon, people started buying Boulanger's soups even when they were not ill. And over time, people began to use the word "restaurant" to refer to a place selling soup rather than the soup itself. More "restaurants" opened in France, and people began to buy soups more often.

Later, restaurants in Paris began to serve other food besides soup. In the 1790s, menus started to appear. By the mid-1800s, there were many types of restaurants throughout the world. The United States offered coffee shops. Tea houses became popular throughout China. Paris created beautiful restaurants for the rich. The British began to copy the French, and the restaurant idea spread throughout the British Empire.

Today cities are filled with all types of restaurants. Diners have millions of options from which to choose.

51. What is the passage mainly about?
- A. How restaurants developed  
B. What made a good restaurant.  
C. Who created the first restaurant  
D. Why restaurants became popular.
52. According to the first paragraph, what made restaurants different from earlier eating places?
- A. Restaurants only served food  
B. Restaurants were more expensive  
C. Restaurants were mainly in cities  
D. Restaurants had a list of meal choices
53. Who did Boulanger expect to come and eat at his restaurant?
- A. Rich people      B. Sick people.      C. Travellers.      D. Workers.
54. When it was first used. what did the word "restaurant" refer to?
- A. A person      B. A place.      C. Illness.      D. Soup.
55. When did restaurants begin to grow internationally?
- A. In the 1600s.      B. In the 1700s.      C. In the 1800s.      D. In the 1900s.

答案:36-40 ACBCD      41-45 BCDDA      46-50 CDBBA      51-55 ADBDC

#### 示例 6: 任务型阅读题

#### 第二节 任务型阅读 (共 5 小题, 每小题 2 分, 共计 10 分)

第三节 阅读短文 E, 回答问题及翻译划线部分的句子, 并将其正确答案用黑色墨水笔或黑色签字笔填写在答题卡规定的位置上。

#### E

The train made a lot of noise as it came to a stop at the station. Martha waited for a while until her father held her hand. They walked onto the train together. Her mother and brother

walked behind them.

This was the first train ride for Martha and her brother Brian. They would take the train to visit their grandparents. They usually went there by car. But today, Mum and Dad wanted to try a different way.

They walked to the middle of the train. They found some seats and sat down. A few minutes later, the train began to move.

Martha and Brian felt a little nervous, but their parents said they would enjoy the ride. Dad said he liked the train ride because he didn't need to drive all the time. (1) Mum added that she could talk to her two children face to face instead of turning around.

When the children heard their parents' words, they felt relaxed.

"The train isn't as noisy as I thought it would be" said Martha, "and I can stand up and walk around. I believe I can see everything through the windows." "The train really goes fast, and it will arrive at 6 p.m." said Brian, "I like that best of all. (2) 如果我们早上乘车出发，我们晚上就能见到爷爷了。 I can't wait to enjoy their apple pie!"

56. Who got on the train first ?

57. How did Martha and Brian usually go to visit their grandparents?

58. What did Martha and Brian feel when the train began to move?

59. 将划线(1)译成汉语。

60. 将划线(2)译成英语。

【示例 6 说明】任务型阅读题。学生要在任务型阅读中完成阅读理解篇章、找文章或段落的中心、抓住文章或句子的细节、对中考的方向做出判断、对核心素养能力进行引领、开展中英文互译等相关任务。

【答案】

56. Martha and her father got on the train first. \ Martha and her father.

57. They usually went there by car. \ By car.

58. Martha and Brian feel a little nervous when the train began to move.

59. 妈妈补充道：她可以面对面的和孩子们交谈，而不用转身。

60. If we start in the morning, we will see grandfather in the evening.

评分说明：①回答问题意义不完整或表达中有语法错误的，酌情扣分；

②59、60 小题各有 4 个得分点，请酌情扣分。

## 示例 7：短文填空题

### 第三节 短文填空(共 10 小题，每小题 1.5 分，共计 15 分)

阅读下面短文，在空白处填入一个适当的词，或填入括号中所给单词的正确形式。

June 15, 2018

This morning I took a bus to school. The traffic was 61. \_\_\_\_\_ (busy) than usual and there were more people on the bus. At Xinhua Stop, I saw 62. \_\_\_\_\_ old man get on the bus. He looked very weak. I stood 63. \_\_\_\_\_ and gave my seat to him. He thanked me and asked me about my name and my school. We talked 64. \_\_\_\_\_ (happy).

Later in the 65. \_\_\_\_\_ (three) class, Mr. Du came in and asked me to go to the front. I didn't know 66. \_\_\_\_\_, so I was a little afraid. Everyone was looking at me. Then he told 67. \_\_\_\_\_ (they) what I did on the bus this morning. He 68. \_\_\_\_\_ (know) it because he got a phone call from the old man. Mr. Du said I could be a good example to my 69. \_\_\_\_\_ (classmate). It 70. \_\_\_\_\_ (be) really a good day for me! I was so proud.

【示例 7 说明】短文填空题。为了与高中教学接轨，直接采用高中题型的短文填空题。在短文中共需要填入十个单词的正确形式，其中给出了 7 个单词，有 3 空不给。不给的 3 空通常为冠词、介词、连词。其他的实词均要给出单词，由学生根据段落意义和句子的结构，填入所需单词的正确形式。如：名词的单复数、代词的属格或反身代词等、数词的基数与序数、be 动词或行为动词作为谓语的时态和语态和第三人称单数形式、形容词或副词的转换及其比较级和最高级形式等；非谓语动词的带 to 不定式及动词的现在或过去分词等。

【答案】61. busier 62. an 63. up 64. happily 65. third 66. why 67. them 68. knew 69. classmates 70. was

### 示例 8：短文改错

#### 第四节 短文改错（共 10 小题；每小题 1 分，满分 10 分）

假定英语课上老师要求同桌之间交换修改作文，请你修改同桌写的以下作文。文中共有 10 处语言错误，每句中最多有两处。错误涉及一个单词的增加或一个单词的删除，其他错误为单词的修改。

增加：在缺词处加一个漏字符号 ^，并在其下面写出增加的词。

删除：把多余的词用(\)划掉。

修改：在错的词下画一横线，并在该词下面写出修改后的词。

注意：1. 每处错误及其修改均仅限一词；

2. 在答题卡上答题。

3. 只允许修改 10 处，多者（从第 11 处起）不计分。

Most families in China hoped their single children will have a happy future, so they are very  
hope  
strict in their children. So do teachers in school! Many children are given so much homework  
with are  
that they have hardly any spare time ^have sports. The children are forbidden to do anything but  
to  
to study. No wonder such many children are tired of lessons. Some even attack or kill his  
to— so their  
parents and teachers! I believe many peoples have already read this kind of news in newspapers

people  
or magazines. Shouldn't we draw a lesson from the accidents? Whatever our government is  
However  
now making out a plan to solve the education problems.  
carrying

**【示例 8 说明】**短文改错。为了与高中教学接轨，直接采用高中题型的短文改错题。在短文中共有 10 处语法错误，其中 1 个为多一词、1 个为少一词、还有 8 个为修改词汇。全文阅读后，从每个句子中寻找语法错误，每句不超过两个错误，并将正确的方式修改在原稿中需要修改的那一行的下方。

**【答案】**

1. hoped 改为 hope 【解析】考查时态。此处说的是一般情况，意为“中国的大部分家庭都希望他们的独生子女有一个幸福的未来”。所以将 hoped 改为 hope。
2. in 改为 with 【解析】考查固定搭配。Be strict with sb, be strict in sth, 此处后面接的是 their children。所以将 in 改为 with。
3. do 改为 are 【解析】考查前后照应。上文说到“so they are very strict with their children”，此处应该是 so are teachers in schools（他们对学校老师也是如此）。故将 in 改为 with。
4. spare time 后加 to 【解析】考查固定搭配。have ... time to do sth 意为“有时间做某事”。故在 spare time 后加 to。
5. 去掉 anything but 后的 to 【解析】考查不定式的用法。通常情况下，but 前有 do，后面就没有 to。因此去掉 anything but 后的 to。
6. such 改为 so 【解析】考查 so 的用法。many 为形容词，应该用 so（副词）来修饰，而不是 such（形容词）来修饰。故将 such 改为 so。
7. his 改为 their 【解析】考查形容词形物主代词。这句话的意思是“有些学生甚至袭击或杀害他们的父母和老师”，所以将 his 改为 their。
8. peoples 改为 people 【解析】考查名词的复数形式。这里的 people 本为复数意义，表示人们。不需要加 s。
9. whatever 改为 however 【解析】考查连接词的使用。根据句意为“然而现在我们的政府正在按计划去解决教育问题了”。
10. making 改为 carrying 【解析】考查固定搭配。实施计划用“carry out a plan”，故将 making 改为 carrying。

**示例 9：书面表达**

**第四部分 书面表达（计 20 分）**

请根据你校校刊 KIDS MAG 中 HAVE YOUR SAY 栏目的征稿内容，用英语写一篇短文，表达你的想法。

Hi,

At KIDS MAG we like to share your ideas about our school. In my column, HAVE YOUR SAY, you can let other kids know what you think. This month we want you to have your say about Culture Week in our school:

- what theme(主题)of Culture Week you like
- why you like the theme
- what activity/activities you can organize for the theme

Looking forward to hearing from you.

Sam Southland

注意：

- 1. 对所有要点逐一陈述，适当发挥。
- 2. 词数 80 左右，文章的开头已经给出，不计入总词数。
- 3. 文中不得提及有关考生个人身份的任何信息，如校名、人名等。

I am glad to share my ideas about Culture Week in our school. \_\_\_\_\_

**【示例 9 说明】**书面表达的基本要求是足量的英文词汇、基本的句型、正确的语法、清晰的文段结构、合理的建构篇章、贴切的遣词用句、包容的文化理解、适恰的运用表达等。所写的文章要求涵盖所有的内容要点；运用了较丰富的词汇、语法和句式结构；有效地使用了语句间的连接成份，且表达清楚，书写规范，达到预期的写作目标。允许因运用复杂结构所致的小错误、小瑕疵。是英语语言运用能力要求最高的题目。

写作通常分为控制性写作和开放性写作内容，控制性部门的写作内容要准确和规范，开放性内容有条理和有独创性；写作也分为有层次的建构性的写作，篇章有篇法，应关注开篇，布局和结尾；文章布局中有不同的层次的内容或是两相对应和比较的内容；写作也分为转述内容和续写内容，转述内容表达正确和流畅，续写内容合乎逻辑，观点独具。具备词汇的甄选能力、句子的演绎能力、篇章的布局能力、续写的创新能力都是英语读写活动需要关注的重点。

范文：

I am glad to share my ideas about Culture Week in our school. I like the theme about international cooking for our Culture Week, because this can help us better understand different cultures while enjoyed nice food.

First, we will invite teachers and parents to give talks about international cooking. Then, we will hold a Cooking Festival. All the students can bring their own dishes and share them with each other. Near the end of the week, we will have a DIY competition. There will be a surprise in the end.

I hope our Culture Week will be a great success!

书面表达评分细则

| 档次 | 分值    | 要求  |
|----|-------|---|
| 五  | 17-20 | 涵盖所有的内容要点；运用了较丰富的词汇、语法和句式结构；有效地使用了语句间的连接成份，且表达清楚，书写规范，达到预期的写作目标。如果有小错误，是因为运用复杂结构所致。 |
| 四  | 13-16 | 涵盖主要内容；语法结构和词汇基本准确，虽有少数错误，但书写工整规范。  |
| 三  | 9-12  | 涵盖基本内容，但句子不太连贯，语法错误较多。  |
| 二  | 4-8   | 能围绕话题写出几个简单的句子。   |
| 一  | 0-3   | 不写或抄写与话题无关的内容不得分；能写出一些与话题有关的词或短语。   |

## 附录：

### 语法项目的具体内容(含高中阶段语法)

这些语法项目是义务教育阶段学习的项目（参见 2011 版《义务教育英语课程标准》）。大量出现在初中阶段丰富的语境中，是初中课程应该熟练掌握的内容。

#### 一、词类

##### 1. 名词

- (1) 可数名词及其单、复数
- (2) 不可数名词
- (3) 专有名词
- (4) 名词所有格

##### 2. 动词

- (1) 动词的基本形式
- (2) 及物动词和不及物动词
- (3) 系动词
- (4) 助动词
- (5) 情态动词

##### 3. 形容词

- (1) 形容词的基本形式
- (2) 形容词的比较级和最高级

##### 4. 副词

- (1) 副词的基本形式
- (2) 副词的比较级和最高级

##### 5. 代词

- (1) 人称代词
- (2) 物主代词
- (3) 反身代词
- (4) 指示代词
- (5) 不定代词



(6) 疑问代词

6. 数词

(1) 基数词

(2) 序数词

7. 介词

8. 连词

9. 冠词

10. 感叹词

**二、构词法**

1. 合成法

2. 派生法

3. 转化法

4. 缩写和简写

**三、句法**

1. 句子种类

(1) 陈述句

(2) 疑问句

a. 一般疑问句

b. 特殊疑问句

c. 选择疑问句

d. 附加疑问句

(3) 祈使句

(4) 感叹句

2. 句子成分：按结构分类\*\*（初中阶段仅作初步了解，该部分为高中必修和选修阶段需要掌握的内容）

(1) 名词短语

(2) 动词短语

(3) 形容词短语

(4) 副词短语

### (5) 介词短语

## 3. 句子成分：按功能分类

(1) 主语 (S)

(2) 谓语 (指谓语部分的主要动词, 也称谓词) (V)

(3) 宾语 (O)

(4) 补语 (C)

(5) 状语 (A)

(6) 表语 (P)

(7) 定语 (Attr.)

## 4. 基本句型

(1) 主谓 (主语+谓词, 下同) (SV)

The bus is coming.

(2) 主 (系) 表 (SP)

Amy is kind.

(3) 主谓宾 (SVO)

John opened the fridge.

(4) 主谓宾宾 (SV00)

Uncle bought me a new dictionary.

(5) 主谓宾补 (SVOC)

Most students have found her helpful.

(6) 主谓状 (SVA)

The children stayed in the room.

(7) 主谓宾状 (SVOA)

You can put the dish here.

(8) 存现句

There is a tree behind the shop.

## 5. 谓语动词的时态

(1) 一般现在

(2) 一般过去

- (3) 一般将来
- (4) 现在进行
- (5) 过去进行
- (6) 现在完成
- (7) 过去将来\* (高中必修阶段)
- (8) 将来进行\*\* (高中选修必修阶段)
- (9) 过去完成\*\* (高中选修必修阶段)
- (10) 现在完成进行\*\* (高中选修必修阶段)

#### 6. 被动语态

- (1) 一般现在时的被动语态
- (2) 一般过去时的被动语态
- (3) 一般将来时的被动语态
- (4) 现在进行时的被动语态\* (高中必修阶段)
- (5) 现在完成时的被动语态\* (高中必修阶段)
- (6) 过去进行时的被动语态\*\* (高中选修必修阶段)
- (7) 过去完成时的被动语态\*\* (高中选修必修阶段)

#### 7. 动词的非谓语形式

- (1) 动词不定式 (作宾语、补语、目的状语、定语\*、结果状语\*、主语\*\*、表语\*\*)
- (2) 动词的-ing 形式 (作定语\*、状语\*、补语\*、主语\*\*、宾语\*\*、表语\*\*)
- (3) 动词的-ed 形式 (作定语\*、状语\*、补语\*、表语\*\*)

\*为高中必修阶段的要求，\*\*为高中选修必修阶段的要求，初中仅对动词不定式、动词-ing 形式、动词-ed 形式做非谓语动词做初步认识，并掌握动词不定式做宾语、补语和目的状语的用法。

#### 8. 主谓一致

#### 9. 并列复合句

#### 10. 主从复合句

- (1) 宾语从句
- (2) 状语从句

- (3) 定语从句（初中掌握 that、who、which 表示人的用法）
- a. 由关系代词 that、which、who、whom、whose 和关系副词 when、where、why 引导的限制性定语从句\*（高中必修阶段掌握）
- b. 由关系代词 which、who、whom、whose 和关系副词 when 和 where 引导的非限制性定语从句\*\*（高中选修必修阶段）
- (4) 主语从句\*\*（高中选修必修阶段）
- (5) 表语从句\*\*（高中选修必修阶段）
- (6) 同位语从句\*\*\*（高中选修提高阶段）
11. 省略\*（高中必修阶段）
12. 倒装\*\*\*（高中选修提高阶段）
13. 强调\*\*\*（高中选修提高阶段）
14. 虚拟语气\*\*\*（高中选修提高阶段）