

第一部分：知识运用

第一节

1. which 2. largely 3. Without 4. how 5. to make 6. appearance  
7. Though/Although/While 8. has 9. are visiting 10. left

第二节

11. B 12. D 13. A 14. C 15. D 16. B 17. C 18. D 19. A 20. C  
21. B 22. A 23. B 24. D 25. C 26. A 27. C 28. B 29. D 30. A

第二部分

31. A 32. C 33. B 34. D 35. A 36. A 37. D 38. B 39. C 40. D  
41. A 42. D 43. B 44. C 45. B  
46. B 47. C 48. E 49. D 50. G

第三部分

第一节：

一、评分原则：

1. 本题总分 15 分，按 4 个档次给分。
2. 评分时，先根据文章的内容和语言质量初步确定其档次，然后以档次的要求来衡量，确定或降低档次，最后给分。
3. 评分时应考虑：内容是否完整，条理是否清楚，交际是否得体，语言是否准确。
4. 拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可以接受。
5. 词数少于 50，从总分中减去 1 分。

二、各档次的给分范围和要求：

分值	评分标准说明
第一档 (13 分—15 分)	<p>完全完成了试题规定的任务。</p> <ul style="list-style-type: none"> <li>• 内容完整，条理清楚；</li> <li>• 交际得体，表达时充分考虑到了交际的需求；体现出较强的语言运用能力。</li> </ul> <p>完全达到了预期的写作目的。</p>

第二档 (9分—12分)	基本完成了试题规定的任务。 • 内容、条理和交际等方面基本符合要求； • 所用语法和词汇满足了任务的要求； • 语法和用词方面有一些错误，但不影响理解。 基本达到了预期的写作目的。
第三档 (4分—8分)	未恰当完成试题规定的任务。 • 内容不完整； • 所用词汇有限，语法或用词方面的错误影响了对所写内容的理解。 未能清楚地传达信息。
第四档 (1分—3分)	未完成试题规定的任务。 • 写了少量相关信息； • 语法或用词方面错误较多，严重影响了对所写内容的理解。
0	未能传达任何信息；写的内容与要求无关。

One possible version:

Dear Jim,

As the College Entrance Exam is nearing, our class is collecting ideas for an activity aimed to help us stay positive and manage stress. I would like to share mine with you.

The first part of my plan is a lecture on stress management. An expert will be invited to offer us practical tips on that topic. Following the lecture, in a peer sharing session, we can share how we feel with each other. My plan also involves an afternoon of fun sports for everyone. Games like kite flying and fun relay races will be organized to give all students some precious quality time together. The whole class can not only take a break from the tight schedule, but also enjoy moments of accomplishment during the process.

What do you think of my plan? Since you are experienced in organizing extracurricular activities, can you give me some suggestions? Thanks a lot!



第二节 (20分)

一、评分原则:

1. 本题总分为20分，按5个档次给分。
2. 评分时，先根据文章的内容和语言质量初步确定其档次，然后以该档次的要求来衡

量，确定或调整档次，最后给分。

3. 评分时应考虑：内容要点的完整性、上下文的连贯、词汇和句式的多样性及语言的准确性。
4. 拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可接受。
5. 词数少于 60，从总分中减去 1 分。

二、各档次的给分范围和要求：

第一档 (18 分—20 分)	完全完成了试题规定的任务。 <ul style="list-style-type: none"><li>• 覆盖了所有内容要点；</li><li>• 运用了多样的句式和丰富的词汇；</li><li>• 语法或用词方面有个别错误，但为尽可能表达丰富的内容所致；体现了较强的语言运用能力；</li><li>• 有效地使用了语句间的连接成分，所写内容连贯、结构紧凑。</li></ul> 完全达到了预期的写作目的。
第二档 (15 分—17 分)	完全完成了试题规定的任务。 <ul style="list-style-type: none"><li>• 覆盖了所有内容要点；</li><li>• 运用的句式和词汇能满足任务要求；</li><li>• 语法和用词基本准确，少许错误主要为尽可能表达丰富的内容所致；</li><li>• 使用了简单的语句间连接成分，所写内容连贯。</li></ul> 达到了预期的写作目的。
第三档 (12 分—14 分)	基本完成了试题规定的任务。 <ul style="list-style-type: none"><li>• 覆盖了内容要点；</li><li>• 运用的句式和词汇基本满足任务要求；</li><li>• 语法和用词方面有一些错误，但不影响理解。</li></ul> 基本达到了预期的写作目的。
第四档 (6 分—11 分)	未恰当完成试题规定的任务。 <ul style="list-style-type: none"><li>• 漏掉或未描述清楚内容要点；</li><li>• 所用句式和词汇有限；</li><li>• 语法或用词方面的错误影响了对所写内容的理解。</li></ul> 未能清楚地传达信息。

第五档 (1 分—5 分)	未完成试题规定的任务。 • 明显遗漏主要内容； • 句式单调、词汇贫乏； • 语法或用词方面错误较多，严重影响了对所写内容的理解。
0 分	未能传达任何信息；所写内容与要求无关。

*Possible version 1:*

Last weekend, an unexpected concert at the balcony made my day.

On Sunday afternoon, when I was taking a break from my schoolwork, a clear melody flowed in from the outside. It magically refreshed my tired mind and aroused my curiosity.

Hoping to find its source, I went to the balcony. A young man was playing his violin on the balcony across from mine, his eyes half closed in full enjoyment of the tune. Amazed by his playing, I listened on and was absorbed.

Unexpectedly, to the melody of the violin was added a wonderful chord of guitar from another neighbor. At this scene, I couldn't help singing along and was surprised when a girl also joined with her pure voice of a child. We hardly knew one another, but in our perfect harmony, we felt like old friends connected by our shared love of music. Our little concert went on and on, fascinating the whole community.

With a closing chord on the guitar, the concert ended. We smiled and waved to each other as if we had just woken up from a sweet dream of music. Our shared memory of the concert at the balcony would not fade away, from which I felt the power of music to inspire and connect people. (213 words)



*Possible version 2:*

Last weekend, a special concert took place in my neighborhood. The uplifting music and heartwarming neighborliness kept resonating in my mind.

Last Saturday afternoon, I was bored at home doing homework when a piece of beautiful music flowed into my room and refreshed me immediately. Since the outbreak of the virus, everything has gone virtual, so I hurried to my balcony to check it out.

The melody led me to locate the violinist in seconds: a teenage boy playing My Motherland and I on his balcony. Although it was not perfect, the organic sound of the violin and his deep affection stunned me. I was lost in his music. Before I realized it, a

guitar joined! The guitar from a young lady downstairs gave the music a more lively tone. I couldn't help humming the familiar tune when I suddenly heard someone singing clearly and cheerfully. There was another girl volunteering as the vocalist of this mini band! Inspired by all of them, I started singing loudly. The four of us staged a live balcony concert as if on a stage with audience!

When the concert came to an end, we applauded each other's wonderful performance and waved at each other enthusiastically. "Take care!" "Looking forward to the next performance!" were echoing in the community.

As the whole nation and even the whole world were struggling to get used to life with restrictions while fighting against the virus, lots of fabulous ideas were produced to boost people's morale. This heartening balcony concert in my neighborhood truly entertained me and rallied the optimistic spirit. (263)





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