

# 南充市高2025届高考适应性考试(三诊)

## 英语试题参考答案及评分意见

### 第一部分 听力(共两节, 满分 30 分)

第一节(共 5 小题; 每小题 1.5 分, 满分 7.5 分)

1-5CBACB

第二节(共 15 小题; 每小题 1.5 分, 满分 22.5 分)

6-10 BABAC 11-15 ABCAC 16-20 BCBBA

### 第二部分 阅读理解(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)

21-25 BBCCA 26-30 BDDAC 31-35 BADD

第二节(共 5 小题; 每小题 2.5 分, 满分 12.5 分)

36-40 DCAEG

### 第三部分 语言知识运用(共两节, 满分 30 分)

第一节 完形填空(共 15 小题; 每小题 1 分, 满分 15 分)

41-45 DBCAC 46-50 BCBAB 51-55 DDCAC

第二节(共 10 小题, 每小题 1.5 分, 满分 15 分)

56. Inspired 57. mirrors 58. openness 59. endless 60. of  
61. was released 62. who 63. children 64. the 65. to host

### 第四部分 写作(共两节, 满分 40 分)

第一节(满分 15 分)

(参考范文)

Good morning, everyone! I'm Li Hua. Today, I'm honored to talk about "Technology and Life".

Undoubtedly, technology has profoundly changed our lives. For example, smartphones allow instant communication, online learning platforms offer flexible education, and medical advancements like AI improve healthcare. However, over-reliance on devices reduces face-to-face interactions, and excessive screen time harms both physical and mental health.

In my opinion, while technology brings convenience, we should use it wisely. Let's embrace innovation while staying grounded. We should set boundaries, prioritize real-life connections, limit screen use, and stay active to balance technology with human values.

Thanks for your listening!

### 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, 酌情扣分。
- 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。

### 各档次的给分范围和要求

档次	描述
第五档 (13-15)	<p>完全完成了试题规定的任务。</p> <p>——覆盖所有内容要点。</p> <p>——应用了较多的语法结构和词汇。</p> <p>——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。</p> <p>——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。</p>
第四档 (10-12)	<p>完全完成了试题规定的任务。</p> <p>——覆盖所有主要内容。</p> <p>——应用的语法结构和词汇能满足任务的要求。</p> <p>——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。</p> <p>——应用简单的语句间连接成分, 使全文结构紧凑。</p> <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> <p>——虽漏掉一些内容, 但覆盖所有主要内容。</p> <p>——应用的语法结构和词汇能满足任务的要求。</p> <p>——有一些语法结构和词汇方面的错误, 但不影响理解。</p> <p>——应用简单的语句间连接成分, 使全文内容连贯。</p> <p>——整体而言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> <p>——漏掉或未描述清楚一些主要内容, 写了一些无关内容。</p> <p>——语法结构简单, 词汇项目有限。</p> <p>——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。</p> <p>——较少使用语句间的连接成分, 内容缺少连贯性。</p> <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> <p>——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。</p> <p>——语法结构单调, 词汇项目有限。</p> <p>——较多语法结构或词汇方面的错误, 影响对写作内容的理解。</p> <p>——缺乏语句间的连接成分, 内容不连贯。</p> <p>——信息未能传达给读者。</p>
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。

## 第二节（满分 25 分）

（参考范文）

Alex's heart sank at the sight. Without hesitation, he laid aside his camera and approached the trembling deer slowly, speaking softly to calm it down. Max, sensing the urgency, stood by quietly. Alex knelt and carefully examined the trap, which turned out to be rusty but still strong. Trying hard to break it with various tools, Alex managed to break the trap and freed the deer's leg. Tired but content, Alex sighed in relief. The deer struggled to its feet, hesitated, and then bounded off into the forest.

He picked up his camera and took a photo of the deer as it bounded away. As Alex watched the deer disappear, he realized the importance of protecting the wild spaces. The traps were reminders of the threats wildlife faced. He documented everything, including the breathtaking landscape as well as the traps. He decided to join a local conservation group, determined to make a difference with his photos and effort. With Max by his side, he made his way back down the path, filled with a new sense of purpose, knowing that his encounter with the delicate but resilient deer had changed him forever.

### 评分原则

- 1.本题总分为 25 分，按 5 个档次给分。
- 2.评分时，应主要从内容、词汇语法和篇章结构三个方面考虑，具体为：
  - (1) 续写内容的质量、完整性以及与原文情境的融洽度。
  - (2) 所使用词汇和语法结构的准确性、恰当性和多样性。
  - (3) 上下文的衔接和全文的连贯性。
- 3.评分时，应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来衡量、确定或调整档次，最后给分。
- 4.词数少于 130 的，酌情扣分。
- 5.拼写与标点符号是语言准确性的一个重要方面，评分时，应视其对交际的影响程度予以考虑。6.如书写较差以致影响交际，可将分数降低一个档次。

### 各档次的给分范围和要求

档次	描述
第五档 (21-25)	<p>——与所给短文融合度高，与所提供各段落开头语衔接合理；</p> <p>——内容丰富，故事发展合理、逻辑性强，续写完整，符合写作目的与情境；</p> <p>——所使用语法结构和词汇多样、准确和恰当，可能有个别错误，但完全不影响意义表达；</p> <p>——有效地使用了语句间的连接手段，结构清晰，意义连贯。</p>
第四档 (16-20)	<p>——与所给短文融合度较高，与所提供各段落开头语衔接较为合理；</p> <p>——内容比较丰富，故事发展比较合理、有逻辑性，续写比较完整，比较符合写作目的与情境；</p> <p>——所使用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；</p> <p>——比较有效地使用了语句间的连接手段，结构比较清晰，意义比较连贯。</p>
第三档 (11-15)	<p>——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；</p> <p>——写出了若干有关内容，故事发展有合理之处、有一定的逻辑性，续写基本完整，基本符合写作目的与情境；</p> <p>——应用的语法结构和词汇能满足任务的要求，虽有一些错误，但不影响意义的表达；</p> <p>——应用简单的语句间的连接手段，结构基本清晰，意义基本连贯。</p>

第二档 (6-10)	——与所给短文有一定程度的关系，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，故事发展不太合理、逻辑性差，不太符合写作目的与情境； ——语法结构单调、词汇项目有限，错误较多，影响了意义的表达； ——较少使用语句间的连接手段，全文结构不够清晰，意义不够连贯。
第一档 (1-5)	——与所给短文和开头语的衔接较差； ——产出无关内容太多，故事发展不合理、不合逻辑，续写不完整，不符合写作目的与情境； ——语法结构单调、词汇项目很有限，错误很多，严重影响了意义的表达； ——缺乏语句间的连接手段，全文结构不清晰，意义不连贯。
0 分	未作答；所写内容太少或无法看清以致无法评判；所写内容全部抄自原文或与题目要求完全不相关。

## 听力材料

### Text 1

W: How about going to the library this afternoon, Alex?  
M: I'm sorry, Haley. I have to take part in an important activity.  
W: Well, I'll go alone. I have an exam tomorrow. I think the library is a good place to review.

### Text 2

M: This TV set is getting worse and worse. Now it doesn't work at all.  
W: Here's an advertisement about a big TV sale. There might be some good price in it.

### Text 3

M: Excuse me, I'm trying to buy some face masks, but they are not where they used to be.  
W: Well, our manager asked us to move them to the first floor, because some customers complained that it was too much trouble to climb stairs to buy face masks.  
M: A wise decision.

### Text 4

M: Did you have a good time in Japan, Lily?  
W: Yes, I have visited many beautiful places and met many interesting people, but I still couldn't understand why they eat raw food.

### Text 5

M: I heard that you are moving to a new place, why?  
W: To be honest, I really don't want to leave the comfortable environment and friendly neighbors here, but it takes me a long time to take the subway here to work, and my new place is with an easy walking distance of my office.

### Text 6

M: Are you not feeling well? I heard that you took time off yesterday to go to the hospital.  
W: Yes, I have an allergic reaction. I was going to ask you to accompany me to the hospital, but my mom asked my sister to go with me.  
M: What did the doctor say? Are you allergic to seafood?  
W: No, I thought I was allergic to mangoes, but I never thought the doctor would say I was allergic to dust.  
M: That's really not very common. You must take care of yourself in the future.

### Text 7

W: Is Mr. Foster available now? I'd like to see him now.

M: I don't think it's a good time. He's been in a meeting all morning to discuss a new project. He is in the middle of a business lunch now. What's going on if I may ask?

W: Eh, I'm in poor health, so I want to take a long vacation.

M: Oh, I'm sorry to hear that.

W: It doesn't matter. Can I meet him in one hour?

M: It's 1:30 p.m. now. I think that's OK.

W: OK, thanks.

### Text 8

M: Good morning, Madam. May I help you?

W: Good morning. I want to buy a pair of pants.

M: How about this black pair? I think they go well with your blue blouse.

W: Oh, but the material is not good.

M: What about this brown pair?

W: I enjoy this kind of material. Let me have a try.

M: Wow, you really look pretty in them.

W: The pants seemed to be my size, and I like the color too, but there is a red stain here.

M: I'm terribly sorry, Madam, but it's the last pair.

W: Then, can I have some discount?

M: Yes, but just a little. I just put it on the shelf this morning. I can take off ten percent. You only need to pay seventy two dollars.

W: OK, I'll take it.

### Text 9

W: Why do we meet here, Bruce?

M: This tea house is quiet. Here's your tea. I know you're good at writing papers. I would appreciate it if you could take a look at my paper.

W: No problem. Give me some time. All right. In general the points in your paper are very original and the grammar is correctly used. However, I think there are some useless sentences in the body part, which made your paper too long.

M: Thanks a lot. I'll revise it according to what you said.

W: You're welcome. When do you have to hand it in?

M: In a week.

W: Well today is June fifth. I think seven days is enough.

M: Yeah. By the way, what have you been doing recently?

W: I've been preparing for my party.

M: Good.

### Text 10

Good morning, ladies and gentlemen. I want to take up a little of your time to let you know about the short program the company is now planning. The program is called "Learning from Adventure" and it is designed to develop leadership skills. There will be lectures on public relations and management as well as outdoor activities such as climbing mountains, long-distance running and camping. You don't need any past experience. They'll be known at the end of the program text. However, the company will receive a full report on your performance. You are sure

to improve your ability to help others to realize their goals and to deal with difficult tasks under difficult conditions. The twelve-day program will be in July. If you like, you can use part of your twenty-day paid holidays. There's no charge for this program. If you are interested, please write your name on this piece of paper after the meeting. Thank you.