

南充市高 2025 届高考适应性考试（一诊）

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）

1-5CCABA

第二节（共 15 小题；每小题 1.5 分，满分 22.5 分）

6-10BACCB 11-15 BCABA 16-20BCCAC

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)

21-25CDBDC 26-30ACBCD 31-35 CADBA

第二节(共 5 小题；每小题 2.5 分，满分 12.5 分)

36-40 DCEGA

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 ADBAD 46-50CBBCA 51-55CADCD

第二节(共 10 小题，每小题 1.5 分，满分 15 分)

56. which 57. influential 58. length 59. presents 60. landmarks
61. are located 62. truly 63. in 64. a 65. witnessing

第四部分 写作(共两节，满分 40 分)

第一节（满分 15 分）

（参考范文）

The Chinese Scientist I Admire Most

The Chinese scientist I admire most is Qian Xuesen, known as the “father of China’s space programme”.

Despite the temptation of a prosperous life abroad, Qian Xuesen overcame great obstacles to return to China, contributing his talents to China’s scientific and technological development. As a result, he laid the foundation for China’s space programme.

In my eyes, he is a respected scientist, whose expertise, coupled with his unwavering commitment to science, sets an example for us all. His legacy is bound to inspire me to strive for excellence and contribute positively to society.

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)	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；具备较强的语言运用能力。 ——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)	完全完成了试题规定的任务。 ——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)	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。 ——有一些语法结构和词汇方面的错误，但不影响理解。 ——应用简单的语句间连接成分，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)	未适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。 ——语法结构简单，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)	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。
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第二节（满分 25 分）

（参考范文）

The next day, Henry invited Lucas to visit his garden. Seeing the beautiful garden, Lucas was very excited. Henry told Lucas how gardening healed him. "It feels so great to see the plants thrive and grow after they brave the storm and burning sun. Each plant is unique and has the right to live." Deep in thought, Lucas was seized by determination and hope. "I have the right to choose my life. Nobody can force me." "Sure. Voice your feelings bravely, and turn to your parents and teachers if necessary." Henry smiled. Greatly inspired, Lucas knew what to do.

One month later, cornered by his classmates once again, Lucas decided not to keep silent any more. Instead of feeling scared, he bravely stood up for himself. "Lucas is a loser!" the kids shouted as they did before. Plucking up his courage, Lucas yelled, "Stop bullying me! I'm not a loser. Leave me alone!" Surprised by his newfound courage, the bullies backed off. Lucas then told the head teacher what happened and the bullies apologized to him. Hearing of his brave act, Henry felt proud of Lucas. The bullying finally stopped, and Lucas became more confident and made more friends, enjoying his school life without fear.

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)	<ul style="list-style-type: none"> ——与所给短文融合度高，与所提供各段落开头语衔接合理； ——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； ——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； ——有效地使用了语句间的连接手段，结构清晰，意义连贯。

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)	<p>——与所给短文有一定的关系，与所提供各段落开头语有一定程度的衔接；</p> <p>——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；</p> <p>——语法结构单调、词汇项目有限，错误较多，影响了意义的表达；</p> <p>——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。</p>
第一档 (1-5)	<p>——与所给短文和开头语的衔接较差；</p> <p>——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；</p> <p>——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；</p> <p>——缺乏语句间的连接手段，全文结构不清晰，意义不连贯。</p>
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

M: Good morning. This is Edward Miller from Sun Valley. May I speak to Mr. Smith, please?

W: I'm sorry, Mr. Miller, but my husband isn't at home. He's at work right now.

Text 2

W: Which platform do we need for Shanghai?

M: Look at the display board. No. 2 for Tianjin, No. 4 for Harbin and No. 8 for all other destinations.

W: Quick, look at the time. We'd better get there soon.

Text 3

W: He stays in his room reading all day. He never comes and sits with us. But at least he's clean—that's one good thing, I suppose.

M: Well, that's true. He doesn't leave his dirty clothes around.

Text 4

W: Could you please help me paint my apartment this weekend, Steven?

M: I'm sorry, I'm going fishing. I decided to enjoy myself for a change. I spent last weekend helping my mom do her garden and I need to repair my car next weekend.

Text 5

W: What does your friend Jim do?

M: He teaches at a high school, but he makes a little money by repairing cars in his free time.

W: He can repair cars? I can't imagine that.

M: Believe it or not, he is excellent.

Text 6

M: OK, Auntie Mei. I know you're nervous, but please try to relax. It's not as hard as it looks.

W: I just don't want to get into an accident!

M: I understand. There are no cars in this parking lot, though. In fact, we're not going to drive in traffic until you feel much more confident.

W: Good! OK, I think I'm ready.

M: Do you remember what I told you about your left foot?

W: Yes. Don't use it.

M: Right.

W: Don't use my right?

M: No, I mean you don't use your left foot.

W: Please don't confuse me, Victor. I'm having a hard enough time.

Text 7

W: Hi, Alan. You don't look quite well. What's going on?

M: I just lost my job.

W: Oh, that's too bad. So, have you been looking for another job?

M: I just started, but the job market is very bad now. I'm not optimistic about it.

W: That's really tough. What does your wife think about this?

M: She's trying to say nothing, but I can tell she's worried about our situation, too. It's rather hard for her to support a family of four by herself. And worse still...

W: Worse still? What happened?

M: My father is in KG Hospital. The doctor hasn't given a clear answer yet.

W: I'm so sorry to hear that. But I'm sure the doctors will try their best.

M: I hope so. Uh, I'm really in hot water now.

W: Hey Alan, cheer up. Well, I have some friends who might be able to help you find a job. I'll see

what they can do.

Text 8

M: So Alice, what do you think of this dish? The waiter brought it while you were in the restroom.

W: It looks beautiful—and oh my! This is delicious.

M: It is, isn't it? It is cooked by a very special cook.

W: He must be a very famous cook.

M: He is famous—but he's not a human being. He's a robot.

W: A robot? I can't believe it.

M: It's true. The robot was made by an old man in Beijing, a famous cook, with the help of his German cooking teacher. You just need to put the ingredients inside the robot and input the instructions.

After just a few minutes, a delicious dish will be finished.

W: Easy and convenient!

M: Yeah, it really is! The inventor plans to produce and sell more of these robot cooks to restaurants all over the country.

W: That's so cool. I'd love to buy my mother one for her birthday.

Text 9

M: Nice to see you again, Ms. Lee.

W: Nice to see you, too, Mr. Wang.

M: Oh, thank you, but, er, this is not the office I came to before, is it?

W: You're quite right. Our other office is being redecorated and we just have moved here. It's not really very convenient. But we're hoping it won't be for very long.

M: Oh, I know, it's terrible when you have to move. Er, Mr. Bush—is he in? I have an appointment.

W: Yes, he is expecting you, of course, but I'm sorry—he's not here at the moment. He's been held up at one of his meetings. He called ten minutes ago. Can you wait a few minutes?

M: Oh, sure. I have nothing to deal with this afternoon. Maybe we can have lunch together.

W: Fine. Er, have you come a long way this time?

M: Well, I've been traveling all over Europe for two weeks now, almost non-stop.

W: Sounds rather exciting. Where have you been?

M: Oh, I've been visiting most of the branches, various design centers and departments that we have.

Text 10

W: Good morning, ladies and gentlemen. Attention, please. I am here to inform you of tomorrow's activities for the new students, all listed here in this brochure, which also tells you a bit about the school, the courses, and the social activities we offer. You're welcome to come up and get one afterwards. Now, on the first page, there's an outline of tomorrow morning's activities. At 9 o'clock, all the new students will gather in the hall to meet the headmaster and the rest of the staff. The headmaster's talk will last about ten minutes and then the director of studies will talk to you for half an hour about the courses and the different requirements for each. After that, the student adviser will tell you about the various services and activities we offer to students, and then at 10 a.m. we'll go to the language lab. There you'll have a test to help us find out your level of English so that we can put you in the right class. We still have a couple of things to do in the afternoon. At 2 p.m., you'll watch a video about the school life in Classroom 520 in the Main Building and at 4 p.m., there will be a lecture in the same room about course registration.