

四川省高三年级第一次联合诊断性考试

英语参考答案及评分标准

第一部分 听力（共 20 小题；每小题 1.5 分，满分 30 分）

1~5: BACCA

6~10: ABBAC

11~15: CABBA

16~20: CBABC

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）

21~23: ACB

24~27: ABDB

28~31: DCCA

32~35: DBCD

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

36~40: GAEDB

第三部分 语言知识运用（共两节，满分 30 分）

第一节（共 15 小题；每小题 1 分，满分 15 分）

41~45: ACDBA

46~50: ABCCD

51~55: BABDC

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56. combined

57. specializes/specialises

58. by

59. an

60. to open

61. coming

62. easily

63. is

64. where

65. tourists

评分标准：有任何错误，包括用词错误、单词拼写错误（含大小写）或语法形式错误，均不给分。

第四部分 写作（共两节，满分 40 分）

第一节（满分 15 分）

参考范文

Dear Richard,

I'm writing to share a few suggestions for our English Club.

As for the activities, we could hold a Weekly English Corner, where members chat freely about school life or current news. We might also organize a Cultural Sharing Fair, where students introduce food, music or customs from English-speaking countries to deepen cultural understanding.

For promotion, we could design posters with QR codes, post short videos on the school WeChat account, and ask teachers to share one sample task in class. A two-week "Open Club" with trial sessions would help. Finally, a short online survey after each activity can guide improvement.

I hope these ideas will make our club more lively and meaningful.

Best wishes.

Yours,

Li Hua

第二节（满分 25 分）

参考范文

Maybe I couldn't navigate, but could I lift my family's spirits? For the rest of the drive, I tried to distract them. I DJed. I joked. I said, maybe we could move to Beverly Hills, and I played the theme song to 90210. I said, maybe we could move to Bel Air, and played the theme song to The Fresh Prince of Bel Air. My little one came up with new lyrics that made us laugh. We got to my dad's house a few hours later. We were giddy. We were exhausted. We were devastated. As the days passed, I gradually recovered from sadness.

Now we live in a new house, about 30 minutes away from our burned-down home. We have a new coffee shop, a new grocery store, a new bookstore. We have lovely new neighbors. We still text our old ones. We have started roasting marshmallows again. We were tossed into an adventure we didn't want to go on, but characters don't get to choose their own plot twists. All we can do is make the best of them, and move forward. I finally finished writing the last *Whatever After* book. I'm excited, ready, to start something new.

第一节

题目要求写一封建议信（suggestion letter），对象是校英语俱乐部负责人。写信目的有两个：

- 1) 对俱乐部活动设计提出建议；
- 2) 对俱乐部推广形式提出建议。

因此文章应体现出“明确目的—合理建议—积极态度”的思路。在写作时可按照“回应邀请→再逐条建议→最后积极收尾”来展开写作。

每个建议最好包含简短的原因或效果说明，体现思考深度。

评分标准：

一、总体评分原则：评分时，先根据文章所表达的内容和语言质量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。

二、评分时，文章应包括以下要点：

1. 恰当的开头；
2. 活动设计建议；
3. 推广形式建议；
4. 恰当的结尾。

三、归档与打分

第五档（13~15 分）

1. 完全表达出所有内容要点，表达充分，完全达到预期的写作目的；
2. 表现出很好的语言能力，意义表达准确流畅，词汇丰富，句式多样，语言地道。有少许小的语言错误，但不影响意义表达；
3. 语篇结构完整，有效地使用了衔接手段，全文连贯。

第四档（10~12 分）

1. 表达出所有内容要点，表达较为充分，达到了预期的写作目的；
2. 表现出较好的语言能力，意义表达基本准确流畅，用词与句式有一定的变化。有少许语言错误，但不影响意义表达；
3. 语篇结构基本完整，能较好地运用衔接手段，全文连贯。

第三档（7~9 分）

1. 表达出所有内容要点，表达基本清楚，基本达到了预期的写作目的；
2. 表现出的语言能力一般，句式结构单一，词汇使用有限，语言错误较多，并在一定程度上影响了意义表达，但关键意义能表达出来；
3. 语篇不够连贯；
4. 考生如果表达出所有语言要点，原则上不降入第二档。

第二档（4~6 分）

1. 部分表达出内容要点；
2. 表现出的语言能力较差，语言错误较多，严重影响了意义表达，仅少数句子能表达意义；
3. 语篇结构混乱。

第一档（0~3 分）

1. 表现出的语言能力较差，基本上无完整句子，仅有一些单词与试题要求的内容相关；
2. 考生所写内容与试题要求无关，不给分。

注意：

1. 考生如果写出全部要点，原则上定为第三，四档，即 7~12 分之间。语言错误相对较多，则属于第三档，即在 7~9 分之间；语言错误相对较少，但多数为简单句，则属于第四档，即在 10~12 分之间。如果考生使用了很多高级表达，且句式多样，则为第五档，即在 13~15 分之间，不过，满分需慎重。
2. 考生如果写出了全部要点，原则上分值不少于 7 分。若实在无句子，则降一两分。
3. 词数少于 60 或大于 100，扣 2 分。
4. 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、美拼写均可接受。

第二节**【情节概述】**

作者正在写书时突遇山火，全家被迫撤离。房子被烧毁，接连的撤离让他们惊慌无助。最终，他们逃往父亲家，暂时脱离危险。故事在“我终于呼吸到第一口新鲜空气”处戛然而止，情绪是劫后余生的松口气与深深的失落。

【构思】

1. 情感基调：前半部分：紧张、混乱、恐惧；结尾处：平静中带着悲伤；续写方向：从“悲伤与失落”→“重新振作与重建”。
2. 第一段开头句：“Maybe I couldn't navigate, but could I lift my family's spirits?”这句话是转折点，说明主角从“处理危机”转向“安抚家人、重建信心”。这一段应侧重“精神重建”，体现“我”的坚强、乐观与家庭凝聚力；通过写具体行动（讲故事、安慰孩子、鼓励家人、写作等）展示积极态度；情感从悲伤→温情、希望。并且最终克服困难达到父亲的家。
3. 第二段开头句：“Now we live in a new house, about 30 minutes away from our burned-down home.”→场景跳转至“灾后生活”，具有时间推进功能。”这一段应侧重“生活重建”。描写他们在临时住房中慢慢适应新生活，家人互相扶持，重建秩序；点明主题升华：家园可以重建，爱与希望永存。

评分标准：

一、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。

二、各档次给分范围和要求

第七档（22~25 分）

1. 创造了丰富、合理的内容，富有逻辑性，续写完整，与原文情境融洽度高；
2. 使用了多样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；
3. 自然有效地使用了段落间、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）

1. 创造了比较丰富、合理的内容，比较有逻辑性，续写比较完整，与原文情境融洽度较高；
2. 使用了比较多样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；
3. 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）

1. 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；
2. 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；
3. 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）

1. 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；
2. 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；
3. 尚有语句衔接的意识，全文结构基本清晰，意义基本连贯。

第三档（6～10 分）

1. 内容和逻辑上有一些重大问题，续写不够完整，与原文有一定程度脱节；
2. 所用的词汇有限，语法结构单调，错误较多且比较低级，影响理解；
3. 未能有效地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）

1. 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；
2. 所使用的词汇非常有限，语法结构单调，错误极多，严重影响理解；
3. 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。

扣分参考依据：

1. 词数少于 120 的，酌情扣分；
2. 书写较差以致影响交际的，酌情扣分；
3. 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、美拼写及词汇用法均可接受。

答案解析

第二部分 第一节

A

【文本简介】本文介绍了亚美尼亚几个具有代表性的传统节日，包括展示民族服饰的 Taraz Festival、表演艺术盛会的 High Fest、庆祝古老新年的 Navasard 节以及以甜面包闻名的 Gata Festival。这些节日不仅展示了亚美尼亚丰富的文化传统，也为游客提供了体验当地艺术、美食与民俗的机会。

21. A。Taraz Festival 是以亚美尼亚传统服饰命名的节日（Named after Armenia's traditional dress），并在首都 Yerevan 举行。文中明确指出该节日庆祝民族服装与设计，感兴趣于传统服饰的游客应前往 Yerevan，因此选 A。
22. C。文中提到 “You can even try your hand at gathering wild plants and herbs...”，说明 Gata Festival 提供亲身体验活动（hands-on experience），不同于其他仅观看或欣赏的节日，因此选 C。
23. B。本文内容介绍不同节日、文化与美食的旅行信息，语气生动、面向游客，最可能出现在介绍世界文化与旅游的版块，因此选 B。

B

【文本简介】本文介绍了英国慈善机构 Heritage Crafts 发布的《濒危手工艺红色名录》，报告警示一些传统手工艺正在消失，如制手套、威尔士传统茅草屋顶制作与遮景绘画艺术，并分析其濒危原因，同时赞扬坚持传承传统手工艺的匠人们的热情与毅力。

24. A。文章第一段明确指出该报告 “warns that some traditional crafts in the UK are dying out”，说明报告的主要信息是反映英国濒危手工艺的现状，而非强调资金或成就，因此选 A。
25. B。第二段列举了多种濒危手工艺，如 glove making、Welsh vernacular thatching 和 matte painting，并具体说明了它们的特点，属于 “举例说明濒危传统手工艺”，因此选 B。
26. D。文中第四段指出 “Matte painting is less in demand because it has mostly been replaced by computer-generated images”，即由于科技的发展（电脑特效取代遮景绘画），这种工艺需求下降，因此选 D。
27. B。文末引用 Mary Lewis 的话称匠人们以 “passion, resilience (韧性) and quiet determination” 赋予工作意义，体现他们充满热情与坚定的品质，因此选 B。

C

【文本简介】本文介绍了科学家在智利海岸外太平洋海域发现一座新的海底山脉及至少约 20 种新海洋物种的过程，说明他们借助先进技术绘制了海底地图，并强调了深海生态系统的脆弱性与联合国拟定海洋保护区的重要意义。

28. D。文中三、四段提到 “The discoveries are the result of a 28-day exploration... Researchers used a remotely operated vehicle... to gather images to map the sea floor”，说明科学家在 28 天内主要对海底山脉进行详细研究与测绘，因此选 D。
29. C。第四段 “New technology allowed researchers to study the underwater mountains with greater accuracy than before”，说明成果更好是由于应用了新技术，因此选 C。
30. C。Virmani 提到 “Each exploration brings into focus a little more of the unknown seabed and life...”，由此可知每次探索都让人类更了解未知海底世界，暗示应持续探索，因此选 C。
31. A。后文提到该区域面临气候变化和塑料污染的影响，且需要通过法律保护，说明其生态系统易受伤害。“vulnerable to the effects of climate change and plastic pollution” 表示易受气候变化和污染影响，“vulnerable” 意为 “脆弱的、易受伤害的”，因此选 A。

D

【文本简介】本文探讨了“智识谦逊（intellectual humility）”的概念与重要性，指出过度自信常使人难以承认错误，而真正的智识谦逊并非怀疑一切，而是保持开放心态，承认自己可能出错，从而促进科学和社会的进步。

32. D。文中首段指出智识谦逊的核心是“recognizing that one's beliefs and opinions might be incorrect”，即承认每个人都有可能出错，因此选 D。

33. B。文章通过 Michelson 的例子，指出即便是科学先驱也可能错误判断自己知识的准确性，暗示科学家有时会高估自己对真理的掌握，因此选 B。

34. C。第五段指出，智识谦逊的积极作用在于“openness to the possibility that nobody is in possession of the full truth, and that others... may have insights”，即“对他人的见解持开放的态度”与选项 C 一致。

35. D。文章结尾强调“tolerating rather than accusing... might be the best way forward for science and for society”，表明作者主张智识谦逊有助于科学进步与社会发展，因此选 D。

第二部分 第二节

【文本简介】本文介绍了“习惯叠加（habit stacking）”的概念与方法，说明了如何通过既有习惯的基础上叠加新习惯来提高自我管理能力和生产力，并提醒人们要避免无意识地叠加不良习惯。

36. G。前文提到“Confused about how to start with that?”，此处应引出解决方法，“A trick called habit stacking can give you a major assist”自然承接语义，介绍关键策略，因此选 G。

37. A。此句需说明新习惯与旧习惯的连接初期并非自然形成，“This is not automatic at first”意为“一开始这并非自动完成的”，符合逻辑，因此选 A。

38. E。该句承接“not entirely necessary”，表示即使不相似，只要新习惯足够具体也能奏效，“It works as long as the new habit is specific”表达准确，因此选 E。

39. D。此处引出“要为好习惯叠加，而不是坏习惯”，与下文提到的“bad habits”形成对比衔接，“You also need to stack for good habits”最合适，因此选 D。

40. B。结尾总结这种坏习惯叠加的特征，“This type of habit stacking is easy”既呼应“bad habits without realizing it”，又自然转向结果分析，因此选 B。

第三部分 第一节

【文本简介】本文讲述了 74 岁的李·库珀在缅因州“Maine Needs”慈善机构担任志愿者的经历。他通过为无家可归者挑选衣物和生活用品，感受到人与人之间的善意与连结，也在服务中重新认识到自己的成长与善良。

41. A (volunteering)。语境为“李·库珀最喜欢做的事是购物。至少在他为 Maine Needs 做志愿者时是这样的”。“volunteering”强调无偿服务，与后文“after he arrives for his shift (上岗时间)”相呼应。

且最后一段提到“volunteering at Maine Needs”，明确 Cooper 是在该机构做志愿工。

42. C (picks up)。句意为“他从前台拿起一张订单”。“pick up an order slip”是常见搭配，指“取走、拿起”任务单，用于开始他的工作流程，符合上下文动作描写。

43. D (housing)。句意为“这位 62 岁的男子结束了两年无家可归的生活”。“a 62-year-old man who has found...”说明受助者在两年无家可归后找到了住处，housing 表示“住房”或“住所”。

44. B (collects)。“Maine Needs collects donations of clothes, bedding, toiletries...” 句式中主语是慈善机构，“collects donations”（收集捐赠物）是固定搭配，符合机构“接收衣物、床上用品等捐赠”的功能。
45. A (requests)。机构“meets specific requests that social workers... make for clients”，说明根据社会工作者的“具体请求”来准备物资，“requests”是最准确的名词选择。
46. A (food)。引用语句“Think of it like a food bank with no food”直白指出 Maine Needs 的运作方式。后文也明确提到“I mean, we do everything else but food”，说明机构类似“食物银行”但不含食物，“food”与后文直接呼应。
47. B (seemingly)。短语“seemingly endless racks of clothing”形容看似无尽的衣架，与后文“lead to a wall stacked... with boxes of shoes”形成视觉延伸，表达空间的丰富感。
48. C (pair)。语境指挑选鞋子：“Cooper picks out a pair”习惯表达为“a pair of shoes”，自然且符合实际购物情境。
49. C (bag)。上文提到“grabs a bag off a nearby shelf”，所以随着他按清单挑选物品，自然是这个“袋子”被装满。
50. D (wants)。“And then he also... some cleaning things”这句话是转述订单上的内容，那位 62 岁的男子“想要”一些清洁用品。“wants”指“需要、想要”，符合语气自然表达。
51. B (drops)。“after he... toothpaste and a couple toothbrushes in the bag”描述 Cooper 将牙膏和牙刷“放进”袋子的动作。“drops”表示“随手放入”，有轻松、熟练的意味。
52. A (meet)。根据上下文，Cooper 并不认识他帮助的对象。“Cooper doesn't... the people he's shopping for”说明他并不直接接触受助者，而是间接帮助他们，突出志愿行为的无私性。
53. B (feels)。虽然不认识对方，但他仍然能“感受到”一种联系。“still feels a connection”，表达内心情感上的共鸣和关怀，与后文“he says... keeps him grounded”呼应。
54. D (kind)。前文提到“I was not always a kind person”，与后文“but I was self-serving”形成对比和转折，说明他过去“以为自己善良”，体现反思与成长。
55. C (sees)。“he sees how so many people need so much”意味着通过志愿服务，他“看到并体会到”社会中人们的需要，从而变得更加谦逊和富有同理心。

第三部分 第二节

【文本简介】本文讲述维吾尔族手艺人艾尼江与妻子阿依古丽在乌鲁木齐以制鼓与制乐器谋生、传承家族技艺，并在大巴扎这一多民族交流的“无墙舞台”中与各地游客互动的故事。

56. combined。过去发生的动作，叙述他“后来把两种技能结合起来”，用一般过去时“combined”最贴切。
57. specializes/specialises。定语从句修饰“a shop”，描述现在的一般事实：“这家店专营……”，用一般现在时“specializes”。
58. by。“carry on... by doing...”固定结构，表示“通过开店延续家族手艺”，介词用“by”。
59. an。“apartment”为以元音音素开头的可数名词单数，需用不定冠词“an”。
60. to open。“walk from home to open their shop”为目的不定式，表示“走去开店”。
61. coming。介词后接名词、代词或动词的 ing 形式作宾语，用现在分词“coming”。
62. easily。修饰动词“chat”的方式副词，形容“能轻松交谈”，用副词形式“easily”。
63. is。一般现在时描述客观评价与常态：“Grand Bazaar is like...”，用“is”。
64. where。先行词为“stage（舞台）”，后接定语从句说明“在其上……交融”，用关系副词“where”。
65. tourists。介词短语“the laughter of tourists”需要名词复数表示“游客们的笑声”。

听力文本

Text 1

W: Hey! Just look at these amazing photos I've found for my biology project.

M: Wow, sharks! I thought about doing my project on them, too. But then I saw this programme on TV last week.

It was all about how African elephants look after their babies in groups. I became so interested that I decided to go for that as my topic. I thought you'd chosen whales?

W: Yeah, but then I changed my mind.

Text 2

M: Hi, Judy. The exam's finally over! Do you want to play tennis after school? Say around four fifteen?

W: Hmm, that would be fun, but I've got a dance class. It usually starts at a quarter past five, but it's half an hour earlier this evening, so I really don't think I'll have time today. Let's try tomorrow.

Text 3

W: Excuse me, waiter. I think I left my notebook on this table — have you seen it? It's red.

M: Oh yes. I took it inside with the empty glasses when I cleared the table. I gave it to the manager.

W: I see. Where is he now?

M: He's on the phone inside the café. Why don't you go inside — he'll be finished in a minute.

Text 4

M: How are we going to explore the city when we get there, Mum?

W: We can join a walking tour. There are also cycle tours, which look fun.

M: Sounds interesting. Are those both group tours?

W: Yes, with a guide. If we'd prefer to be more independent, there's a bus that goes round the city. We can get on and off wherever we like.

Text 5

W: What was that noise I heard earlier? It sounded like something got broken. Is everything OK?

M: Yes, I'm really sorry, Mum. I was in the kitchen and I knocked a glass bowl off the shelf.

W: Oh well, accidents happen! As long as you're OK.

Text 6

W: We need to get a prize for the children's painting competition. Last year, Jane won and I think she was given a box of new paints.

M: It should be something different this time. How about some brushes or books?

W: Yes, but it would be nice to get them something that reminds them of the competition. I think a ticket to art exhibition would be a good prize.

M: You're right. Let's do that.

Text 7

W: Hi, Ben. What's life like on your goat farm?

M: Busy! I get up at 5:30 every morning to milk 30 goats. A good one gives about 5 litres, but 4 is more usual.

W: Wow. I thought they can only give 3 liters each day. It must be hard to look after them.

M: Yes. Definitely. We grow grass ourselves. My son helps with cleaning after I finish feeding them. And my wife does the accounts in the morning.

W: Do you get visitors?

M: Yes, lots. Some neighbours come to watch the goats. We even have a student who wants to be a farmer.

W: You must enjoy that kind of life.

M: Sure.

Text 8

W: Steve, please tell us more about the camping trip. When will we leave and how will we get there? Do we just walk?

M: Sure! First, meet at the school parking lot at 8 a.m. sharp on Saturday — don't be late. We'll leave for the site by coach at 8:30 a.m., and the drive takes about two hours, so bring a snack if you get hungry.

W: What should we bring with us? Do we need our own sleeping bags?

M: Just a reusable water bottle — we'll provide sleeping bags and tents when we arrive. Wear comfortable shoes too, since we'll walk a bit.

W: What about meals? Will we buy food there?

M: No, we'll cook together in a big shared tent — simple stuff like pasta and veggies. After unpacking on Saturday, we'll also take a short trip to the old castle nearby.

W: Sounds great! What will we do on the last evening? A quiz or a barbecue?

M: We're switching it up this year — we'll have a small talent show instead. Feel free to prepare a short act if you want!

Text 9

W: Hi, I'm a high school student doing a college life project. Can I ask you a few questions?

M: Sure! I just finished my first year at a city college.

W: Great! What was your first year like? Any hard parts?

M: Big change. I lived away from home first time — had to learn laundry and meal plans alone.

W: That sounds tough.

M: Yes. It's tough but also exciting! I joined a book club and made close friends. We all talk about finding a sense of belonging and figuring out who we are.

W: Sounds full of learning and change! Any advice for future freshmen?

M: Yeah — ask for help early. I waited to go to my professor's office hours, and it made things harder. Small moves help a lot.

Text 10

Good morning everyone, and welcome on board our ferry, The Queen Isabel, sailing from Portsmouth to St Malo in France. The trip will take about nine and a half hours, so we should arrive around ten past six this evening. The weather isn't great — it's raining and unlikely to stop. So, you might prefer to stay inside rather than go out on the decks.

Please listen carefully to these safety instructions. If you hear several short whistles, that's the alarm. Go straight to the lounge on Deck 6, where a crew member will give you directions.

There are several restaurants and cafés on board. The Ocean Grill on Deck 3 opens at 11:30 for lunch and dinner with waiter service. You can also get snacks and drinks from the Café on the same deck from 10:30.

For entertainment, the cinema will show a children's film at 11:00 and an adventure movie, *Dangerous Dream*, for adults at 12:30. Later, at 3:30, there's a magic show for children in the Play Centre.

Please enjoy your voyage and ask our staff if you need help.