

南充市高 2026 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）

1-5 BCCAB

第二节（共 15 小题；每小题 1.5 分，满分 22.5 分）

6-10 ABCAB

11-15 ACBBA

16-20 CCBCA

第二部分 阅读(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)

21-25CDBDA

26-30CDBAB

31-35 CADCB

第二节(共 5 小题；每小题 2.5 分，满分 12.5 分)

36-40 CDGAE

第三部分 语言运用(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 CABBD

46-50ADBDC

51-55CBCAD

第二节(共 10 小题，每小题 1.5 分，满分 15 分)

56. characters

57. belief

58. as

59. featuring

60. were separated

61. To recreate

62. that/which

63. and

64. constantly

65. a

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 Mr. Smith,

I am Li Hua, president of the English Club. I regret to inform you that the English Speech Contest, for which you kindly agreed to serve as a judge, has been postponed. We sincerely apologize for any inconvenience this may cause.

This adjustment is necessary due to unexpected academic inspections, which conflict with our original plan. We are now planning to reschedule it to the following week and will inform you of the new date by the end of this week.

Thank you for your understanding and continued support. We look forward to welcoming you at the rescheduled contest.

Best wishes,

Li Hua

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。

第二节（满分 25 分）

（参考范文）

I looked at Matt in surprise, wondering why he had said that. “Don’t you know I can’t ride a bike?” I whispered to him. “You’ve been hiding from this long enough. But you don’t have to do it alone. I’ll be right beside you every step.” He said softly, his eyes warm but firm. His words made me give up the idea of dropping out, and instead of fear, a little spark of courage grew in me. I nodded slowly, deciding to trust him and give it a try, no matter how scared I felt.

The lesson day arrived and we walked to the park. Matt led me to a grassy field and patiently taught me to ride a bike. Despite my repeated falls, he constantly encouraged me, “You’re doing better than last time!” Motivated by the encouragement, I stood up, held the handlebars, and started again. When I finally rode a full lap without falling, he cheered, “Hannah, you did it!” Overwhelmed with shock and pride, I realized I was actually riding! A week later, cycling through the Swedish countryside, I was grateful for Matt’s encouragement and my newfound courage. I was redefining what it meant to be “just Hannah.”

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)	<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

W: Don't you think it's time to set the table? I'm busy with the fish.

M: Just a moment. The six o'clock news is on. I can help you with the supper later.

Text 2

M: You look like you have lost weight.

W: Yeah, I have been staying up late a lot for my essay. It's really hard.

M: Just hang in there! It will be worth it when you're done.

Text 3

W: Nowadays, nobody really reads print newspapers anymore.

M: Exactly. It's all about digital news now — everyone's just glued to their phones.

Text 4

M: We're stuck in a traffic jam.

W: Let's just pay and walk the rest of the way to the restaurant. At least we'll be moving.

M: Don't forget to grab the gift for Anne.

Text 5

M: I called last night and there was a recorded message that said your shop opens at 6 a.m.

W: I'm very sorry that happened, but our hours are from 8 a.m. to 11 p.m. every day.

M: Well, that's pretty unprofessional.

Text 6

W: I'm going to be working on a group project with Sam Fisher.

M: I'm sure you'll learn a lot from him.

W: What? I thought you guys had trouble working together.

M: Oh, I know what you mean. Yeah, we had a conflict when we first started, but we got over it. Sam's just very straightforward, you know what I mean?

W: Okay. I mean, I'm not looking to be his friend.

M: Don't get me wrong. I like him. He's just, you know, straight to the point.

Text 7

M: Good morning, I'm here for Anne-Marie Kidman's first solo show. I'm wondering if the gallery offers any tours.

W: The next available guided tour starts at 4 p.m. Would you like me to book you in?

M: I don't think I can hang around until the evening. That's a shame, as I've been looking forward to viewing art with an expert guide.

W: I'm sorry, all the other sessions are fully booked. The exhibit has been a huge hit since it's not common to see free contemporary art exhibitions in this town. However, there are self-guided tours if you're interested. You can get more information from our customer service.

M: Perfect. I'll look into that.

Text 8

W: Xander, I am about to go collect the assistant manager from the ferry terminal. Have you completed the report I asked you for?

M: I'm still not finished because I need to replace all of the graphs with updated data.

W: Don't worry, I already updated all the data.

M: Does something not look right?

W: Umm. Well, it doesn't match our current figures.

M: I will double-check before we present the data.

W: Oh, okay. Well, I have to leave now, so I can't be of any help. It all falls on you!

M: You can count on me. Did you want me to make copies of the meeting agenda?

W: No, that isn't necessary. Will you please send the agenda to my secretary? She will make sure to combine it with the other documents in a folder.

Text 9

M: Hello, Ella. Now you're only 17, but you have become a well-known violinist. When did you start playing?

W: I started playing at five. When I was nine, I led a band for the first time, and then last year, I came first in Young Musician of the Year.

M: Who persuaded you to spend so much time practicing?

W: My friends think I'm mad. My teacher thinks it's very important to practice and is always encouraging me to do more. My parents support me but don't tell me what to do.

M: Is there anything else you do to improve your playing?

W: I sometimes go to the gym. I should eat healthy food. Releasing tension while I play is key, though.

M: Do you think classical music has helped you through some difficult teenage years?

W: Probably. I think most teenagers don't give classical music a chance. I don't expect everyone to learn to play classical music or listen to it. I just wish they had a more open mind about it.

Text 10

W: Good morning, students. I'm Mrs. Khramer, the head librarian. Now, let me tell you about our library. It's in the building behind the Administration Building, where we are now. The hall here is larger than any room at the library so we're meeting here. Next to me are my three assistants. On the left is Mary and on the right is Gina. Between them is Daniel. Gina is in charge of the computer lab and you should see her to reserve time on any of our computers. She also needs some help, so if you're interested in computers and would like a few hours of work, please see her. Mary is in charge of keeping all the books. Daniel is the head of our reference department. He can be of assistance when you're researching subjects or writing papers. The hours are on the paper you were given when you came in. But sometimes we're open on special hours. For example, during family week when your parents are invited to visit the school, we're open every evening. We like to think of the library as a place where people come for a place to study. If you like a lot of conversation, then the Student Center is the place for that. Mary, Gina and Daniel will show you around the library and explain everything to you later. Welcome to school and we hope to see you often in the library.