

2026 届高中毕业班模拟测试

英语试题

2026.1

本试卷共 12 页，考试时间 120 分钟，总分 150 分。

注意事项：

1. 答卷前，考生务必将自己的姓名、准考证号填写在答题纸上。
2. 回答选择题时，选出每小题答案后，用铅笔把答题纸上对应题目的答案标号涂黑。如需改动，用橡皮擦干净后，再选涂其他答案标号。回答非选择题时，将答案写在答题纸上，写在本试卷上无效。
3. 考试结束后，将本试卷和答题纸一并交回。

第一部分 听力（共两节，满分 30 分）

做题时，先将答案标在试卷上。录音内容结束后，你将有两分钟的时间将试卷上的答案转涂到答题纸上。

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

听下面 5 段录音，每段录音后有一个小题。从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段录音后，你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段录音播放两遍。

1. What does the man want to do?

- A. Cancel the course.
- B. Learn with more people.
- C. Have another day for class.

2. What does the woman suggest Tom do?

- A. Take a break.
- B. Skip a meal.
- C. Meet the deadline.

3. When will the speakers get together?

- A. Next month.
- B. This weekend.
- C. Next weekend.

4. What will the man probably buy?

- A. Chips.
- B. Popcorn.
- C. Chocolate.

5. What is the most difficult part of the exam for the man?

- A. Writing an unfamiliar essay.
- B. Choosing correct answers.
- C. Achieving a good result.

第二节 (共 15 小题; 每小题 1.5 分, 满分 22.5 分)

听下面 5 段录音, 每段录音后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项。听每段录音前, 你将有时间阅读各个小题, 每小题 5 秒钟。听完后, 每小题都有 5 秒钟的作答时间, 每段录音播放两遍。

听下面的录音, 回答第 6 和第 7 小题。

6. Why has Alice been reading Jane Goodall's books?

- A. To prepare for a documentary.
- B. To feel connected to her model.
- C. To study animal behavior.

7. What will Alice's major be?

- A. Journalism.
- B. Zoology.
- C. Directing.

听下面的录音, 回答第 8 至第 10 小题。

8. How long did Peter spend reviewing every day previously?

- A. 45 minutes.
- B. 90 minutes.
- C. 135 minutes.

9. How does Peter probably feel about his progress?

- A. Doubtful.
- B. Inspired.
- C. Proud.

10. What is the probable relationship between the speakers?

- A. Teacher and student.
- B. Mother and son.
- C. Friends.

听下面的录音, 回答第 11 至第 13 小题。

11. Why does the man choose Jackson?

- A. He appears in various media.
- B. He writes his own songs.
- C. He specializes in sports.

12. Who does the woman think is gentle?

- A. Paul.
- B. Jackson.
- C. Daniel.

13. What are the speakers mainly talking about?

- A. Movie preferences.
- B. Features of two artists.
- C. Career advice for performers.

听下面的录音，回答第 14 至第 16 小题。

14. Where does the conversation probably take place?

- A. At a travel fair. B. At a school. C. At a temple.

15. What made Ms. Tomlinson's holiday rewarding?

- A. Physical activities. B. Luxurious experience. C. Strong friendships.

16. What will the man probably do next summer?

- A. Take a business trip.
B. Volunteer with family.
C. Explore foreign markets.

听下面的录音，回答第 17 至第 20 小题。

17. Who is the speaker?

- A. A local event organizer.
B. An international student.
C. A university professor.

18. How was the food cooked in a Matariki celebration?

- A. Over an open fire.
B. By a skilled elder.
C. Beneath the ground.

19. What was the purpose of planting a tree?

- A. Growing hopes for the future.
B. Wishing for a good harvest.
C. Marking the start of winter.

20. What did the speaker consider the experience?

- A. A social interaction.
B. A cultural field trip.
C. An academic programme.

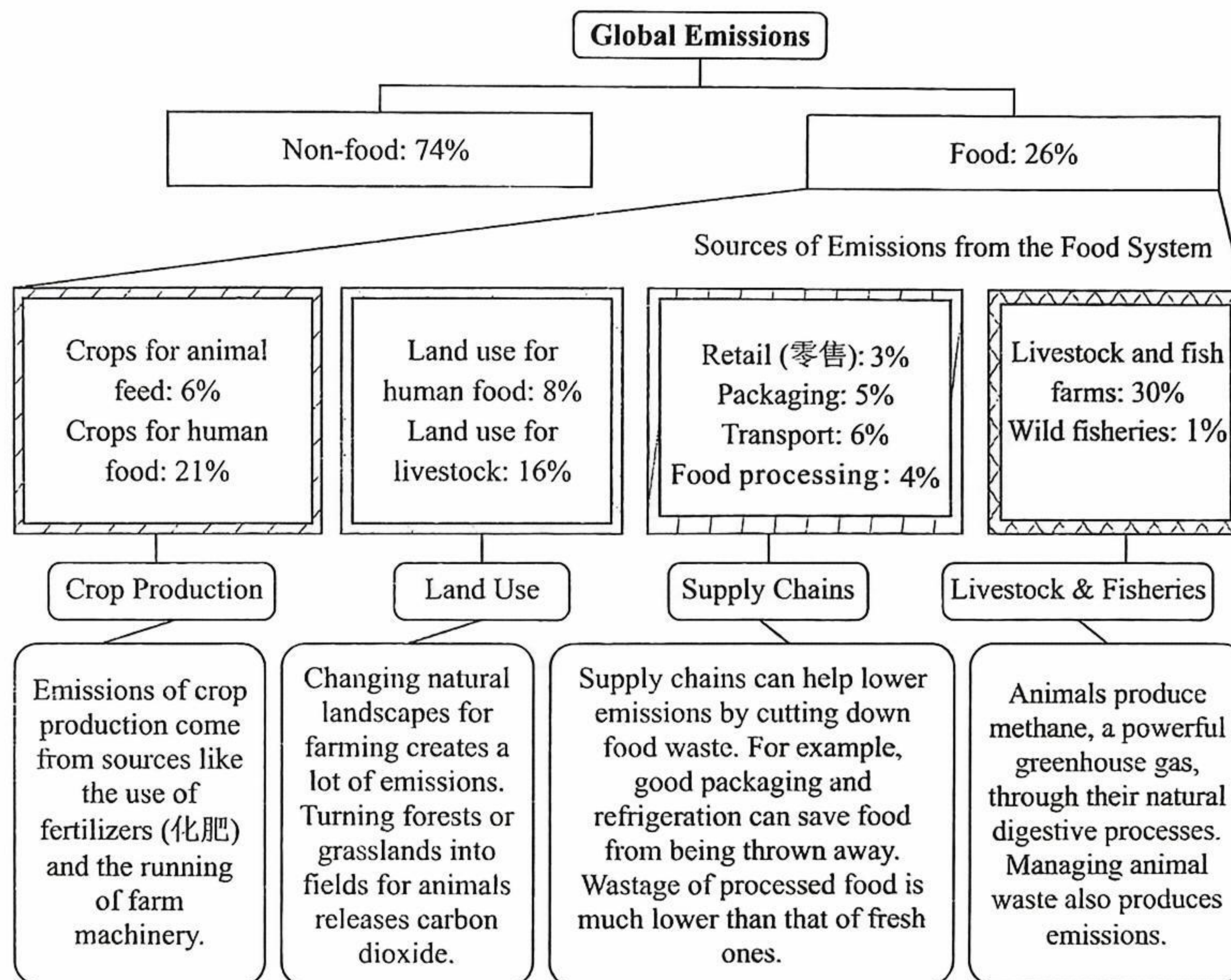
第二部分 阅读 (共两节, 满分 50 分)

第一节 (共 15 小题; 每小题 2.5 分, 满分 37.5 分)

阅读下列短文, 从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

When it comes to tackling climate change, the focus tends to be on “clean energy” solutions. But the global food system and post-farm processes are also key contributors to emissions (排放). The chart below summarizes food’s share of total emissions and breaks it down by source.



Reducing emissions from food production is a great challenge for the future. We need inputs such as fertilizers to meet growing demands for food consumption, and we can't stop cattle from producing methane. We will need a menu of solutions: changes to diets; food waste reduction; improvements in agricultural efficiency; and new technologies to make low-carbon food more available.

21. Which source of emissions from the food system takes up the largest share?

- A. Crop production.
- B. Land use.
- C. Supply chains.
- D. Livestock & Fisheries.

22. What can promote emission reduction in supply chains?

- A. Improving packaging to reduce food waste.
- B. Processing food with new technologies.
- C. Using cleaner energy in food transport.
- D. Selling fresh food at lower prices.

23. In which column of a magazine will you find the text?

- A. Health. B. Economy. C. Environment. D. Technology.

B

At I'Brindellone, a restaurant in Florence, a dozen men and women gather around a long wooden table, deep in conversation about Sarah Winman's *Still Life*. On the walls hang photographs of the city's 1966 flood, when the River Arno burst its banks. The group point at the images excitedly. Winman once dined here, saw these same photos, and found the seed of her story. This literary circle of strangers is on a reading retreat — part of an evolving wave of holidays that put reading center stage. As a guide, I often witness scenes like this — moments when literature pours life into stone streets, and strangers become companions through shared stories.

Not long ago, travel often meant racing through a checklist of famous sites. I watched tourists rush past in steady streams, capturing monuments with their cameras but rarely with their hearts. Many said they wanted to truly understand Florence — to talk about its culture in Piazza della Signoria or reflect on its history along the Arno — yet their tight schedules left little room for such depth.

Recently, however, I've noticed a change. More travelers now look for connection — with places, with ideas, and with the authors they love — rather than simple checklist completion. One guest told me, "Travel is a time to invest in ourselves, not just rest. Walking the streets, seeing the landscapes and feeling the atmosphere of a novel's setting deepens my understanding of the story. A scene that was once only words on a page suddenly comes alive when I stand in the same light as the characters."

As Jeanette Winterson beautifully wrote, "Books are like doors; when one opens, a new world waits." The best journeys, I have learned, can transform not only the path we walk, but also the eyes with which we see.

24. Why does the author mention the scene at I'Brindellone?

- A. To introduce a popular novel.
- B. To illustrate a new travel trend.
- C. To show the history of Florence.
- D. To recommend a local restaurant.

25. What can we learn about traditional tourism?
- A. It stimulates architectural interests.
 - B. It undervalues cultural explorations.
 - C. It promotes the benefits of slow travel.
 - D. It discourages visitors' capturing monuments.
26. How does the author explain the change in paragraph 3?
- A. By quoting a guest.
 - B. By presenting facts.
 - C. By asking questions.
 - D. By describing a scene.
27. What is the author's attitude towards reading retreats?
- A. Objective.
 - B. Dismissive.
 - C. Skeptical.
 - D. Favorable.

C

From taking quick shots for social media with a smartphone to patiently waiting for the perfect street moment with a film camera, photography has become part of everyday life. However, there is a common misunderstanding that mobile photography, compared to film photography, reduces creation to a shallow form of photographic note-taking rather than true art. This belief misses a core fact: these two media represent different ways of seeing and creating.

Psychology research offers insights into this. Professor Robert Epstein from Harvard University's Visual Cognition Lab notes, "When we take photos with a phone, our brain is in a 'rapid capture' mode; whereas with a film camera, it enters a 'deliberate composition' state." Functional MRI (核磁共振) studies have shown that when using a smartphone, areas of the brain linked to quick decision-making are more active. In contrast, when using a film camera, the networks related to sense of beauty and precise hand control show stronger connectivity.

Photography educator David Yorke explains: "With a film camera, you must think through everything before taking the picture — composition, exposure, timing. This forces you to slow down and truly learn to 'see'." However, it does not mean that mobile photography cannot produce true art. An experiment in a journal of visual research found that mobile users take an average of 15 times more photos per day than film users. This frequent practice enhances their ability to capture fleeting (转瞬即逝的) moments. Documentary photographer Marina Chen shares this view: "Smartphones have made photography accessible to everyone. Sometimes, the energy in these moments is more valuable than carefully arranged shots."

A truly mature photographer understands that artistic vision requires both: the quick response to the present and the discipline to compose with care. Mobile photography and film photography do not replace each other. Together, they enrich our visual expression and expand our capacity to see the world with clarity and imagination.

28. What is a common misunderstanding about mobile photography?
- A. It lacks artistic depth.
 - B. It departs from daily life.
 - C. It misses digital creativity.
 - D. It blocks factual recording.
29. What can we learn about film and mobile photography from paragraph 2?
- A. They need professional insight.
 - B. They depend on instant capture.
 - C. They involve distinct mental processes.
 - D. They reflect different controlling behaviors.
30. What ability does film photography develop according to David Yorke?
- A. Visual sensitivity.
 - B. Mindful observation.
 - C. Decisive response.
 - D. Emotional engagement.
31. What is the best title for the text?
- A. The Brain Science Behind Photography
 - B. Beyond the Shallow, Reclaiming the Art
 - C. A Scientific Guide to Better Photography
 - D. Two Modes of Imaging, One Art of Creating

D

Dogs have been a part of human society for over 20,000 years. Whereas they first served people by supporting hunters, it did not take long before they became part of the home. Companion dogs might not help secure food, but for years evidence has mounted that they help diminish anxiety and improve sociality. Research led by Kikusui Takefumi at Azabu University, published recently in *iScience*, explains what might be going on. It reveals that the microbes (微生物) found in the guts (肠道) of dog owners are apparently different from those who do not own dogs and that this is, at least partially, responsible for the behavioural differences.

The brain does not exist on its own. The microbes found elsewhere, particularly in the gut, produce chemical compounds (化合物) that influence how the brain works. With this in mind, Dr Kikusui wondered if microbe transfer from dogs might be helping bring psychological benefits to owners. Keen to find out, he set up an experiment with 343 participants in Tokyo, focusing specifically on teenagers, as adolescence is a crucial period of brain development when social interactions often have lasting mental effects. He and his colleagues therefore psychologically analysed 96 teens who were dog owners and 247 teens who were not. As expected, dog owners suffered from fewer social problems.

The next step would have been to introduce dog-associated microbes directly into the bodies of non-dog-owning teenagers. Since that is an ethically grey area, Dr Kikusui worked instead with mice. After six weeks, mice carrying microbes from dog-owning teens spent longer approaching unfamiliar mice and showed greater concern for troubled cage-mates.

Dr Kikusui admits that making direct comparisons between mice and humans is far from perfect, but his findings nonetheless indicate that the microbiotic changes brought about by dog ownership influence the brain. If the conclusions hold, it seems that the path to a healthier mind may begin not with careful self-reflection, but with the companionship of dogs.

32. What does the underlined word “diminish” in paragraph 1 probably mean?

- A. Overcome. B. Replace. C. Balance. D. Reduce.

33. What is paragraph 2 mainly about?

- A. The differences between teenage dog owners and non-owners.
B. The design and participant selection of the experiment.
C. The biological basis and motivation for the research.
D. The role of gut microbes in shaping brain activity.

34. Why did the researchers conduct experiments on mice?

- A. Dog owners show fewer social problems.
B. Teenagers were more difficult to study directly.
C. Human experiments may raise ethical concerns.
D. Mice can behave more actively in group interaction.

35. What can be inferred from the last paragraph?

- A. Mouse-human comparisons may have limits in brain research.
B. Spending time with dogs may contribute to mental well-being.
C. Developing a healthy mind depends on careful self-reflection.
D. Psychological health requires changes in biological systems.

第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)

阅读下面短文, 从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

In recent years, deliberate practice has gained increasing attention in the field of second language acquisition. Unlike traditional approaches that rely heavily on repetition or passive exposure, deliberate practice emphasizes focused, goal-driven activities designed to improve specific aspects of language performance. It aims to push learners slightly beyond their current abilities rather than keeping them within familiar routines. _____ 36 _____

At the core of deliberate practice is a carefully structured learning cycle. Learners work toward clearly defined goals, engage in tasks tailored to those goals, and receive timely feedback that informs subsequent attempts. _____ 37 _____ This process helps learners identify weaknesses and enhance performance through repeated, purposeful effort rather than random practice. Teachers play a crucial role in this process. They must assess learners' current abilities and design tasks that fall within the learner's Zone of Proximal Development (最近发展区). _____ 38 _____

Furthermore, deliberate practice challenges a common assumption about learning. Many learners believe that spending more time on familiar material guarantees progress. _____ 39 _____ Research suggests instead that best learning occurs when practice involves manageable difficulty and sustained mental effort, even if progress feels slower at first.

_____ 40 _____ With appropriate initial support, learners can apply the same principles to independent study using digital tools, authentic materials, or language-learning applications. Its effectiveness ultimately depends on both teachers and learners.

By prioritizing intention and structure over enormous time investment, deliberate practice offers a more efficient pathway to language development, particularly in non-immersion (非沉浸式) contexts.

- A. This belief, however, is not supported by evidence.
- B. Yet this structure does not guarantee success on its own.
- C. It is a cycle of focused effort, feedback, and targeted repetition.
- D. Importantly, deliberate practice is not restricted to classroom instruction.
- E. Many learners lack the required skills for effective independent learning.
- F. They must also know when to gradually reduce support as learners improve.
- G. As a result, quality of practice becomes more important than quantity of time.

第三部分 语言运用 (共两节, 满分 30 分)

第一节 (共 15 小题; 每小题 1 分, 满分 15 分)

阅读下面短文, 从每题所给的 A、B、C、D 四个选项中选出最佳选项。

The annual School Innovation Fair themed “Upcycling” (旧物改造) was the semester’s highlight. My classmates excitedly prepared their projects, focusing on 41 novelty: using 3D printers to create plastic art, or programming robots to sort waste.

However, my project was 42. I chose to repair an old wooden chair of my grandfather’s. He taught me how to 43 its loose leg and smooth its surface. The process was slow and required 44. I felt a bit 45, wondering if my simple, hands-on work had any value compared to their modern inventions.

At the fair, the high-tech projects were impressive. When I 46 my chair, I didn’t talk about complex techniques. 47, I shared its story — how it was part of our family for years, and how we gave it a new life with 48, respect and sustained efforts. I emphasized preserving 49, not just changing form.

The judges were 50 and awarded my chair a special prize for “Meaningful Preservation”. One explained, “True innovation isn’t always about creating something entirely new. Sometimes, it’s about understanding the 51 of what already exists and passing it on. This chair isn’t just repaired; it’s 52 a story.”

That day, I learned a valuable lesson. While technology looks into the future, true meaning often lies in 53 the past. I realized that what 54 was not reinventing the old with technology, but 55 the value already within it.

- | | | | |
|--------------------------|-----------------|---------------------|------------------|
| 41. A. commercial | B. cultural | C. educational | D. technological |
| 42. A. different | B. creative | C. fascinating | D. collaborative |
| 43. A. remove | B. shorten | C. fix | D. check |
| 44. A. courage | B. discipline | C. curiosity | D. patience |
| 45. A. under the weather | B. out of place | C. over the moon | D. in the dark |
| 46. A. adjusted | B. presented | C. completed | D. decorated |
| 47. A. Instead | B. Moreover | C. Therefore | D. Meanwhile |
| 48. A. gratitude | B. empathy | C. care | D. trust |
| 49. A. memory | B. privacy | C. reputation | D. stability |
| 50. A. cautious | B. relieved | C. touched | D. generous |
| 51. A. value | B. history | C. secret | D. concept |
| 52. A. compared to | B. rooted in | C. reconnected with | D. refocused on |
| 53. A. recording | B. discussing | C. accepting | D. honoring |
| 54. A. changed | B. mattered | C. happened | D. followed |
| 55. A. revealing | B. assessing | C. explaining | D. continuing |

第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分)

阅读下面短文, 在空白处填入 1 个适当的单词或括号内单词的正确形式。

Trade and curiosity have often formed the foundation of mankind's greatest achievements. In ancient times, silk from China found 56 (it) way overland to India, the Middle East, and Rome, along 57 became known as the Silk Road. A trading route across the sea was also extended along the coasts of the Indian Ocean, centered around Ceylon (now Sri Lanka). Here, merchants from China and many other places met 58 (negotiate) trade deals, which also led to more awareness of each other's cultures.

Later, the Ming Dynasty 59 (far) developed relations with these regions. 60 1405 and 1433, seven large fleets sailed west on voyages of trade and exploration under the command of Zheng He. Although China 61 (withdraw) from subsequent expeditions after 1433, these land and sea routes remained active 62 (channel) between different cultures for centuries.

Today, the desire to reach out across the sea remains strong. The ancient sea routes travelled by Zheng He 63 (revisit) with the 21st Century Maritime Silk Road, which is part of the Belt and Road Initiative. Hundreds of years on, and with 64 latest technology in hand, the need to trade 65 the desire to enhance relationships will drive China to extend its global reach far into the future.

第四部分 写作 (共两节, 满分 40 分)

第一节 (满分 15 分)

你校外教 Mr. Jones 负责英语社团在“非遗文化周”的展示活动。作为社团成员, 请从剪纸、皮影戏、京剧等项目中选择一个, 撰写一份简要提案。内容包括:

- (1) 推荐项目及理由;
- (2) 项目展示设想。

注意:

- (1) 写作词数应为 80 个左右;
- (2) 请在答题纸的相应位置作答。

参考词汇: 非遗文化周 Intangible Cultural Heritage Week; 皮影戏 Shadow Puppetry

A Proposal on _____

第二节(满分 25 分)

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

We walked to the harbor to say goodbye. A lonely bell rang in the distance. It usually warned sailors they were close to shore, but today it sounded like a farewell. I bit my lip, swallowing (咽下) the words that stuck in my throat. “Goodbye, home.”

When my parents told me we were moving, Dad said we were going “home”. He meant the farm where Grandma lived, and where he grew up. I had heard bedtime stories about his childhood. He used to catch toads (蟾蜍) in the stream. But I’d rather find shells on the beach. He promised I’d love the mountains, but all I could imagine was those peaks standing between me and the ocean.

When we arrived at Grandma’s farm, she hugged me and said, “Welcome home!” But to me, this place didn’t feel like home at all. I carried my single box — FAVORITE THINGS FROM HOME — straight to my new room. I opened it carefully and lined up my shells on the table. It was strange to see reflections of shells in the new surroundings. That night, I opened my notebook to the page headed Old Things I Miss and wrote down the salt-kissed air, the soft sand and the sound of waves. Then I turned the page to where I’d started another list: New Things I Love. It was blank.

In the following days, a deep loneliness followed me. The air smelled of dry earth and animals, and the chickens’ repeating noises seemed annoying. My grandmother watched my silence, but didn’t break it. She just started leaving small invitations. She left a small bunch of wildflowers on my table. She showed me how to pick tomatoes. She let me taste the sweet berries right from the garden. Little by little, something in me started to soften.

One morning, she brought me a warm brown egg. “It will hatch soon.” She said gently. I held the egg and felt the warmth in my hands. As a tiny crack (裂缝) appeared and a wet yellow chick struggled out, my heart cracked open too. I named her Sunny.

注意:

- (1) 续写词数应为 150 个左右;
- (2) 请按如下格式在答题纸的相应位置作答。

Sunny’s arrival brought joy to my life on the farm.

One evening a month later, I compared the two lists in my notebook.

英语参考答案

第一部分 听力 (30 分)

第一节

1. C 2. A 3. C 4. C 5. A

第二节

6. B 7. B 8. C 9. B 10. A 11. A 12. C 13. B 14. A 15. C
16. B 17. B 18. C 19. A 20. B

第二部分 阅读理解 (50 分)

第一节

21. D 22. A 23. C 24. B 25. B 26. A 27. D 28. A 29. C 30. B
31. D 32. D 33. C 34. C 35. B

第二节

36. G 37. C 38. F 39. A 40. D

第三部分 语言运用 (30 分)

第一节

41. D 42. A 43. C 44. D 45. B 46. B 47. A 48. C 49. A 50. C
51. A 52. C 53. D 54. B 55. D

第二节

56. its 57. what 58. to negotiate 59. further
60. Between 61. withdrew 62. channels 63. are being revisited
64. the 65. and

第四部分 写作 (40 分)

第一节

一、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 的酌情扣 1-2 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数量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。

二、各档次的给分范围和要求

档次	描述
第五档 (13—15)	——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。 ——虽漏掉 1、2 个次重点，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。 ——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。 ——有一些语法结构或词汇方面的错误，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。 ——语法结构单调，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，内容缺乏连贯性。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。 ——明显漏掉主要内容，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	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。

三、内容要点

1. 标题补充完整，有准确的项目名称；
2. 正文再次表明推荐哪个项目，并陈述合理的理由（如有趣、有文化、易展示等）；
3. 说明项目展示设想，阐述具体的做法（如：展览、表演、讲座、比赛等）。

四、作答示例

1

A Proposal on Paper-cutting

Paper-cutting is highly recommended for the upcoming Intangible Cultural Heritage Week. As a traditional folk art, it symbolizes luck and happiness. Moreover, it requires only paper and scissors, making it easy to organize.

2

A Proposal on Shadow Puppetry

I propose Shadow Puppetry as our theme for the Intangible Cultural Heritage Week. It combines storytelling with the magic of light and shadow, which is visually attractive. It is also a perfect medium to tell Chinese stories in English.

We can build a small screen stage in the classroom. Club members can perform a classic scene from *Journey to the West* with English dubbing. Additionally, the audience can be invited to operate the puppets behind the screen.

This unique art form will effectively help students appreciate traditional culture.

3

A Proposal on Peking Opera

Peking Opera, the national treasure of China, is my top choice for the Intangible Cultural Heritage Week. Its colorful facial makeup and costumes are extremely eye-catching, which can immediately attract visitors' attention.

Instead of professional singing, the exhibition should focus on "Mask Painting". After introducing the meanings of different colors, we can invite students to paint their own masks. This allows them to experience the charm of this art directly.

This creative activity is expected to be both fun and educational for all.

第二节

一、评分原则

1. 本题总分为 25 分，按 5 个档次进行评分。

2. 评分时，先根据所续写短文的内容和语言的整体情况初步确定其所属档次，然后以该档次的要求来综合衡量，确定或调整档次，最后给分。

3. 评价读后续写的质量主要从内容、词汇语法和篇章结构三个维度考虑，具体为：

- (1) 创造内容的质量，续写的完整性以及与原文情境的融洽度；
- (2) 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。

4. 评分时还应注意：

- (1) 词数少于 120 的，酌情扣分。
- (2) 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。
- (3) 书写较差以致影响交际的，酌情扣分。

二、各档次的给分范围和要求

第五档 (21-25 分)

- 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。
- 使用了多样并且恰当的词汇和语法结构，可能有个别小错，但完全不影响理解。

- 有效地使用了语句间衔接手段，全文结构清晰，意义连贯。

第四档 (16-20 分)

- 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。
- 使用了比较多样并且恰当的词汇和语法结构，可能有些许错误，但不影响理解。
- 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。

第三档 (11-15 分)

- 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。
- 使用了简单的词汇和语法结构，有一些错误或不恰当之处，但基本不影响理解。
- 基本有效地使用了语句间衔接手段，全文结构基本清晰，意义基本连贯。

第二档 (6-10 分)

- 内容或逻辑上有一些重大问题，续写不够完整，与原文情境有一定程度脱节。
- 所使用的词汇有限，语法结构单调，错误较多，影响理解。
- 未能有效地使用语句间衔接手段，全文结构不够清晰，意义不够连贯。

第一档 (1-5 分)

- 内容或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。
- 所使用的词汇有限，语法结构单调，错误很多，严重影响理解。
- 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。

零分

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。

三、作答示例

1

Sunny's presence brought joy to my life on the farm. Each morning, her chirps woke me up. I'd scatter grain for her, watching her dart around with energy. Inspired by her liveliness, I ventured out to explore the singing stream and mountains. Without realizing it, I started seeing this new world through different eyes. I shared my discoveries with Grandma, finally letting down my guard. The dry earth began to smell welcoming, and the farm felt less like a prison and more like a place I belonged.

One evening a month later, I compared the two lists in my notebook. To my surprise, the "New Things" page, once blank, was now crowded. I read the items: the sweet berries, the baby tomato plants, and Grandma's warm smile. In contrast, the "Things I Miss" list remained short – a cherished memory. I realized my heart wasn't a container with limited space. It could hold the memory of the ocean while making room for this new home.

2

Sunny's arrival brought joy to my life on the farm. I started my day with her soft chirping – a sound that gradually replaced the sea's echo in my mind. Under Grandma's guidance, taking care

of Sunny became my daily routine. We wandered through the vegetable garden and chased butterflies by the creek. I stopped gazing longingly toward where the ocean might be and began to accept the beauty of the hills around me. The ice in my heart melted as I learned to embrace the life here.

One evening a month later, I compared the two lists in my notebook. The "Old Things" page now felt like a preserved treasure box – cherished but closed. However, the "New Things" list was alive and full. I looked at the treasures I had collected: the golden sunlight, the lively farm, and Grandma's steady love. Writing them down made them real. My past was a seashell I would always treasure, but my present had become a seed, rooting me in this new home.

英语听力录音稿

(Text 1)

M: I think I'm booked for Thursday's group cooking class.

W: Yes, that's right. Something wrong?

M: I was hoping to move to Friday's session so that I can learn better with fewer people.

(Text 2)

W: Tom, are you grabbing lunch soon?

M: I was thinking of skipping it to meet the deadline early.

W: Actually, short breaks help you recharge. It's important to eat something, even if it's just a quick bite.

(Text 3)

M: I heard you're going on your honeymoon next month. You must be too busy.

W: Being married doesn't mean I stop making time for friends. Why don't we hang out this weekend?

M: Oh, wait. Not available for me. How about next weekend?

W: OK.

(Text 4)

M: The movie's about to start, but I still can't decide — chips, popcorn, or chocolate?

W: Well, it's an action film. You'll probably drop half the chips or popcorn during the fight scenes.

M: Good point. I've got it.

(Text 5)

W: How do you think your English exam went?

M: I'm confident I understood the questions, but not sure about my answers. The essay was particularly challenging as we'd never practiced that type before.

W: Emm, hopefully we both passed with decent grades.

(Text 6)

M: Alice, check out this documentary *Reasons for Hope*. It is in memory of Jane Goodall.

W: It's still hard to believe she passed away. I've been reading her books to feel close to her again.

M: That's a good way to remember her.

W: Yeah. Jane had such a big influence on me when I was a kid, and now I'm exploring her work on animal behavior.

M: So, are you giving up your plan to study Journalism after graduation?

W: Yes, I've made up my mind. I'm going to major in Zoology and dedicate my life to wildlife conservation, just like Jane did.

(Text 7)

W: Come on in, Peter. So, have you been sticking to your revision plan this week?

M: Mostly. I've been doing three subjects a day.

W: And how much time do you spend on each one?

M: I used to spend forty-five minutes on each. But I'm doubling up on Science now. I need to feel more confident in it before the next assessment.

W: Makes sense. Is it helping?

M: I think so. I'm getting through topics quicker now.

W: That's encouraging. Mr. Smith told me you'd improved in Biology.

M: Really? That's good to know. I might switch things around next week.

W: Smart move. You're learning how you work best. I think your parents will be very proud of you!

(Text 8)

W: Paul, who do you think is more popular, Jackson or Daniel?

M: Actually, I prefer Jackson. He's in movies, fashion, and E-sports.

W: True! But Daniel has such an amazing voice.

M: Yeah, his voice is brilliant. You don't even need to understand the words to feel it.

W: Exactly! He's more for when you're feeling all emotional. Jackson's more like, "let's go!" He is full of energy!

M: Agreed. He's confident and stylish. But Daniel is so sincere. He doesn't need to try too hard.

W: True. They're kind of opposites. One's lively and energetic, and the other's soft and gentle.

M: That's what makes the choice difficult. Depends on your mood — or even the time of day!

W: Right! I play Jackson when walking to school and Daniel when I'm lying in bed!

M: Basically, they're both legends.

(Text 9)

M: (Surprised.) Ms. Tomlinson! I didn't think I'd see you at a travel fair. Are you booking another luxury holiday?

W: Actually, I just come to give feedback about a volunteering holiday in Nepal. No luxury this time — it was about building schools and supporting communities.

M: Volunteering? Did you still feel like you'd had a holiday?

W: Definitely! Although the days involved physical labor and teaching, it was incredibly rewarding. The locals were so welcoming, and working with others created strong friendships. Honestly, it was one of my best trips.

M: Interesting. Did you have any free time?

W: We had free evenings and weekends, exploring temples and markets. The balance was perfect. It was meaningful work plus experiencing local culture. The holiday somehow felt better knowing I had done something for the community.

M: You've made me reconsider my own holiday plans. Perhaps volunteering could be good for the family next summer.

W: You won't regret it.

(Text 10)

W: Hi, I'm Tobie from the USA, an exchange student studying at the University of Canterbury in New Zealand. As part of our social study course, our professor, Dr. Mitchell invited us to experience a Matariki celebration in the local community. As it got dark, we gathered around a bonfire. An elder first shared stories about the stars above us — the Matariki cluster. He explained how each star was linked to well-being, like health, food, and hope. Then, we enjoyed the "hangi", a traditional Māori way of cooking, where food was cooked slowly underground. It tasted amazing!

The best part was when everyone was encouraged to write a wish or a goal for the new year on a small piece of paper. We then planted a young tree together, placing our wishes in the soil with it. It wasn't just a party; to me, it was a vivid cultural lesson outside the classroom.