

泉州市 2026 届高中毕业班质量监测（一）

2025. 09

高三英语

(试卷满分：150 分，考试时间：120 分钟)

★祝考试顺利★

注意事项：

1. 答题前，考生须在试题卷、答题卡规定的位置填写自己的准考证号、姓名。考生应认真核对答题卡上粘贴的条形码的“准考证号、姓名”与考生本人准考证号、姓名是否一致。
2. 回答选择题时，选出每小题答案后，用铅笔把答题卡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，将答案写在答题卡上。写在本试卷上无效。
3. 考试结束，考生须将试题卷和答题卡一并交回。

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卡上。

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

听下面 5 段对话。每段对话后有一个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听完每段对话后，你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

例：How much is the shirt?

A. £19.15.

B. £9.18.

C. £9.15.

答案是 C。

1. What is Tracey likely to do this Saturday?

A. Go camping with Alice.

B. Appreciate a spring.

C. Head to a theater.

2. Where are the speakers?

A. At a furniture store.

B. In a restaurant.

C. In a parking lot.

3. What made the man interested in the lecture?

A. Active engagement.

B. Complicated ideas.

C. Insightful examples.

4. What is the relationship between the speakers?

A. Interviewer and interviewee.

B. Bookseller and editor.

C. Co-workers.

5. What is Mark's decision?
- A. Accepting the job.
 - B. Pursuing his master's degree.
 - C. Balancing work and study.

第二节（共 15 小题：每小题 1.5 分，满分 22.5 分）

听下面 5 段对话或独白。每段对话或独白后有几个小题，从题中所给的 A、B、C 三个选项选出最佳选项，并标在试卷的相应位置。听每段对话或独白前，你将有时间阅读各个小题，每小题 5 秒钟；听完后，各小题将给出 5 秒钟的作答时间。每段对话或独白读两遍。

听第 6 段材料，回答第 6、7 题。

6. Why did Lily's name fail to appear on the sheet?
- A. She forgot to sign.
 - B. She hurried off.
 - C. She was absent.
7. What will Lily do next?
- A. Fix the broken box.
 - B. Explain to Mr. Green.
 - C. Apologize to the club.

听第 7 段材料，回答第 8 至 10 题。

8. What problem is the woman facing?
- A. Too many assignments.
 - B. Selection of plays to see.
 - C. The time conflict.
9. What is the man's attitude towards watching film versions?
- A. Dismissive.
 - B. Supportive.
 - C. Understanding.
10. What are the speakers mainly talking about?
- A. The differences between plays and films.
 - B. Proper time to see a Shakespeare play.
 - C. Students' busy schedule.

听第 8 段材料，回答第 11 至 13 题。

11. What is Wilson good at?
- A. Making sculptures.
 - B. Writing poems.
 - C. Doing painting.
12. Where were Juno's works preserved?
- A. In the hallway.
 - B. In a public art gallery.
 - C. In the school.
13. What does the father advise Ms. Carter to do?
- A. Go to art exhibitions with Wilson.
 - B. Perfect her photography skills.
 - C. Post Wilson's works online.

听第9段材料，回答第14至17题。

14. How does the man know about the news?

- A. From an ad on TV.
- B. From the school newspaper.
- C. From the local news program.

15. Why does the man make the phone call?

- A. To apply for a position.
- B. To inquire about a schedule.
- C. To discuss career path options.

16. What is the man's major?

- A. Journalism.
- B. Telecommunications.
- C. Marketing.

17. Why does the man take extra courses?

- A. To gain work experience.
- B. To produce news of his own style.
- C. To stand out in the job market.

听第10段材料，回答第18至20题。

18. What was the museum in 1880?

- A. A public attraction.
- B. A private home.
- C. A hall of residence.

19. What is the building's main part used for?

- A. Housing the museum's collections.
- B. Exhibiting the inner designs.
- C. Serving as a teaching area.

20. What is the speaker probably doing?

- A. Guiding visitors.
- B. Delivering a history lecture.
- C. Introducing a building style.

第二部分 阅读（共两节，满分50分）

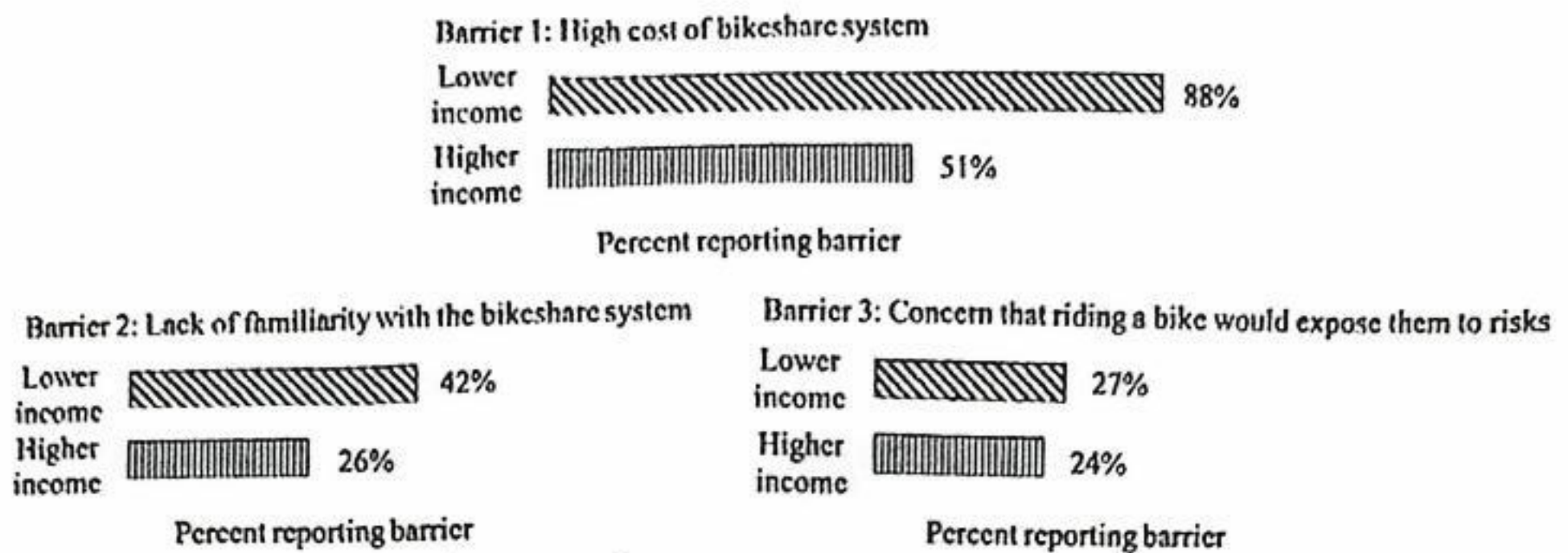
第一节（共15小题；每小题2.5分，满分37.5分）

阅读下列短文，从每题所给的A、B、C和D四个选项中选出最佳选项。

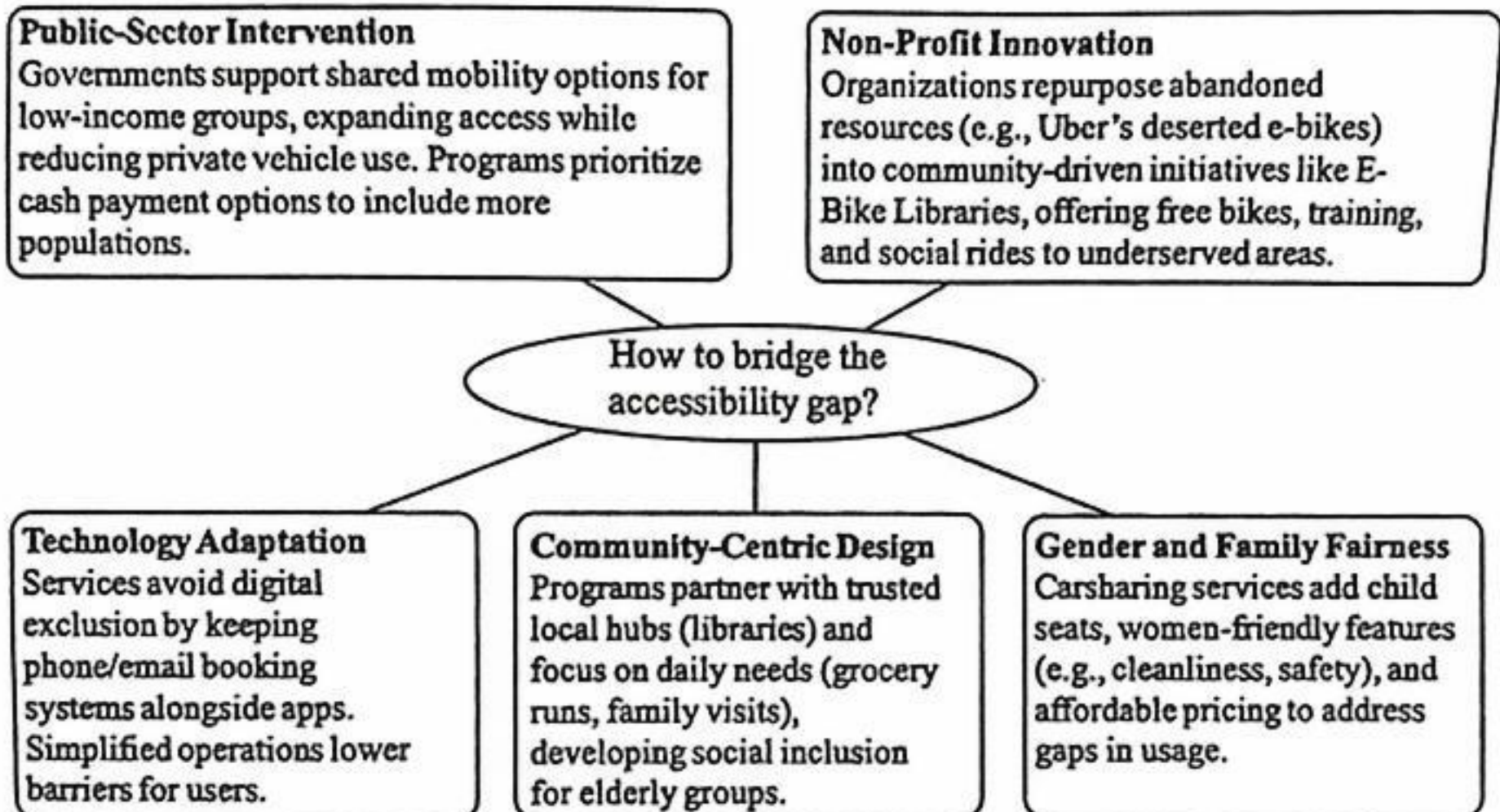
A

Shared mobility: Making travel easier for all

In many big cities in Europe and the US, it might seem like we've achieved cheap and easy mobility for everyone – just use your phone to find shared e-bikes and electric cars. But if you're elderly, living in a low-income area or – imagine! – without a smartphone or credit card, using these shared services becomes much more difficult. Here is a survey reporting barriers to using bike sharing.



Shared mobility could be a key part of a more sustainable transportation system. But to be most effective, it needs to include everyone. For-profit shared mobility providers have largely failed to deliver on this, but various initiatives and projects are finding creative solutions to reach underserved communities.



By combining economic support, grassroots innovation, and empathetic design, these efforts aim to make mobility available to everyone, reduce reliance on private vehicles, and ensure fair access for all. "You tend to plan for what you know. That's why it's so important to bring in different views in the development of mobility," says Lina Mosshammer, founder and CEO of the Austrian mobility consulting company Point&.

21. What percentage of lower income people express concern on safety in the survey?
 A. 24%. B. 27%. C. 42%. D. 88%.
22. Which solution involves the idea of recycling used bikes?
 A. Public-Sector Intervention. B. Community-Centric Design.
 C. Technology Adaptation. D. Non-Profit Innovation.
23. What does Mosshammer stress to address the challenge?
 A. Increasing urban mobility. B. Offering affordable alternatives.
 C. Integrating diverse viewpoints. D. Consulting with the users beforehand.

In the quiet oil town of Drumright, Oklahoma – where the highway passes by empty shops and the population is just under 3,000 – Sarah Hagan is rewriting the rules of math education.

The 25-year-old teacher, who turned down opportunities in bigger cities, now spends her days in a once-worn-out classroom at Drumright High School, earning barely \$30,000 a year. “When they offered me the job in April before graduation, I just said ‘yes’,” recalls Hagan, whose passion outweighs the district’s limited resources.

What began as a simple room with uneven floorboards and mismatched walls has become a lively math space under Hagan’s care. Every surface bursts with colorful creations: posters and paper fill every corner and a handmade sign declares her the “Teacher of Awesome (Math).” This transformation mirrors her revolutionary approach to education – one that relies not only on textbooks but also on student-crafted learning journals filled with origami folds (折纸), hand-drawn diagrams, and lessons printed on rainbow-colored paper.

Hagan’s classroom is full of unconventional energy: algebra becomes speed-dating as students pair up to name polynomials (多项式) and spaghetti strands (意大利面) demonstrate geometric principles. “She makes us forget we’re learning,” says Jake Williams. Even math haters like Taylor Russell find themselves engaged: “This year, I actually love it.”

The young educator’s “A, B, or Not Yet” grading system rules out failure as an option. Students reattempt assignments until they master the material, with Hagan routinely staying hours after school to provide support. During lunch breaks, students gather in her office for help with all subjects, not just math.

Fellow teacher Melinda Parker voices what many think: “We’re so lucky to have her in Drumright.” Though the workload sometimes wears her out, her commitment never declines. In rare free moments, she shares her innovative methods through her blog, appropriately titled *Math Equals Love* – a philosophy that continues to transform lives in this unlikely corner of rural Oklahoma.

24. Why does the author mention the condition of Drumright?

- A. To describe the falling of an oil town.
- B. To highlight the value of Hagan’s choice.
- C. To present the challenges of math education.
- D. To inspire more donations of teaching resources.

25. What is the key principle behind Hagan’s revolutionary teaching method?

- A. Involve me and I learn.
- B. Teach others to teach yourself.
- C. Learn and grow together.
- D. Seek truth from inner peace.

26. How does Sarah Hagan teach polynomials?

- A. By using traditional textbooks.
- B. Through math speed-dating activities.
- C. By inventing the grading system.
- D. Through office dialogues after class.

27. What is the best title of the text?

- A. The Teacher Believing Math Equals Love
- B. Teacher of Awesome: A Director of Vision
- C. Talented Students Inspired
- D. DIY Math: The Rules Rewritten

Have you ever made a resolution to “study harder”, only to fall back into old habits within a week? John Whitmore’s *Coaching for Performance* provides the solution – the GROW model. This simple yet powerful framework (框架) stands for Goal, Reality, Options, and Will. It transforms fuzzy goals into concrete results by guiding you through each step of the process with clearer wishes.

Imagine a student transforming “I need better grades” into “I’ll raise my algebra score from 72 to 85 by doing three extra practice problems daily.” This Goal-setting step creates measurable targets, just like an athlete aiming to cut two seconds off their time. The power of GROW emerges when we honestly face Reality – that same student might admit wasting 90 minutes on social media, while the athlete recognizes poor pacing. These self-assessments, achieved through guided reflection rather than criticism, reveal the true roadblocks to progress.

The Options phase shines as people create their own solutions. A nervous speaker might record speeches or join drama club – self-chosen strategies work best, far more effective than imposed advice. This leads naturally to the Will stage, where commitment turns plans into action. Our algebra student might schedule Sunday study sessions, while the runner commits to daily training. Such personalized plans generate real results – 15% grade improvements or personal bests – because the drive comes from within, not from external pressure.

Whitmore’s revolutionary insight redefines effective coaching: it’s not about providing answers, but about asking the right questions. This principle forms the foundation of the GROW model, which succeeds because it agrees with how human motivation actually works.

What makes *Coaching for Performance* so valuable is that it offers a structured yet flexible system. The GROW framework provides clear guidance while allowing for personal adaptation – a balance that explains its effectiveness. At its core, Whitmore’s message is empowering: every individual already possesses the capacity for change. The GROW model simply provides the tools – strategic questioning, honest self-reflection, and actionable steps – to help people realize this potential.

28. What does the underlined word “fuzzy” mean in paragraph 1?

- A. Unclear. B. Impractical. C. Irrelevant. D. Overall.

29. What problem does the student recognize in the “Reality” stage?

- A. He lacks support from teachers. B. His study materials are ineffective.
C. He wastes time on social media. D. His self-assessments are unrealistic.

30. Why does the author mention the nervous speaker in paragraph 3?

- A. To emphasize the role of external pressure.
B. To criticize traditional public speaking training.
C. To illustrate the significance of professional advice.
D. To show how self-chosen strategies boost commitment.

31. What does the author think of Whitmore’s book?

- A. It is a reflection of students’ characters. B. It is a reminder of trusting humanity.
C. It is applicable to various challenges. D. It is instrumental to choosing careers.

D

Stanford assistant professor Ruike Zhao published a groundbreaking medical breakthrough in *Nature*: using a tiny 2 mm micro-robot, she increased the success rate of blood clot (血块) removal from a mere 11% to an amazing 90%, sending shockwaves through the medical world.

In modern society, about one in every dozen people may experience a blood clot in their lifetime. It is widely known that blood clots are the leading cause of strokes and heart attacks. During treatment, the ability to quickly and effectively restore blood flow becomes a matter of life and death.

Unfortunately, traditional mechanical methods have a low success rate. The process is like trying to pick up broken tofu with chopsticks – not only is success unlikely, but the situation may even worsen. Blood clots may break apart while being deformed, resulting in small pieces stuck in hard-to-reach areas.

However, Professor Zhao's 2 mm micro-robot enters blood vessels (血管) and, using high-speed rotation (旋转), generates forces to reduce the clot size to 5%. It's like when you press and rub soft things, like hair, between your hands. The force makes them stick together into a small ball. The micro-robot works similarly, using pressure to bring the clot components together, making them easier to remove. This process requires no drugs, causes no vessel damage, and effectively releases trapped red blood cells back into blood.

What's astonishing is that this innovation is inspired from subway TBMs, tunnel-boring machines (盾构机). The way tunnel-boring machines efficiently handle hard soil and rock in narrow spaces inspired the creation. This brilliant Chinese researcher miniaturized the enormous underground machine to a size tens of thousands of times smaller and adapted it for use in human blood vessels.

Currently, the technology has been successfully tested on pigs. While most of these studies remain in the laboratory phase, the breakthrough itself is exciting. This technology may soon extend beyond blood clots to address issues like kidney stones or gallstones.

32. How does the author present the breakthrough in paragraph 1?

- | | |
|---|-----------------------------------|
| A. By explaining a technical term. | B. By contrasting the statistics. |
| C. By providing the study's background. | D. By citing an authority. |

33. What is the advantage of Zhao's micro-robot over traditional methods?

- A. It generates blood more rapidly.
- B. It prevents clots from forming again.
- C. It is recyclable and economical.
- D. It raises success rate and reduces side effects.

34. What does the author try to illustrate by mentioning 'TBMa'?

- A. The cost of medical robotics.
B. The reason behind the numerous trials.
C. The inspiration behind the innovation.
D. The importance of modern machinery.

35. What is the last paragraph about?

- A. Choice of new research methods.
B. Possible direction for further study.
C. Necessity for tests on more animals.
D. Potential application of the invention.

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 *The Boy That Could Fly*, Michael is an orphan (孤儿) adopted by a loving couple and grows up like any ordinary boy – until something extraordinary happens. 36 Doctors are shocked to discover that his body is developing something impossible: a pair of real, functioning wings.

At first, Michael is amazed by his ability to fly. He flies through the sky, feeling free and weightless, like the birds he's always admired. 37 News of the "flying boy" spreads quickly, and everyone wants something from him. Scientists demand to study him, convinced he could change human history. Reporters dog him for interviews, turning his life into a freak (怪物) show. Some criminals kidnap (绑架) him, hoping to profit from his powers. Michael realizes how dangerous his gift really is.

With the help of his adoptive parents and a few loyal friends, Michael fights to regain control of his life. 38 But the world won't let him. The story follows his struggle to protect his freedom while facing fear, greed, and the cruelty of those who see him as a freak.

39 Michael's wings make him unique, but they also make him a target. Some people admire him; others want to lock him away. Through his journey, the story asks: What does it mean to be different? Should he hide who he is to fit in, or can he find a way to live openly without fear?

In the end, it's a tale of courage and belonging. Though Michael's wings give him the power to fly, his greatest challenge isn't staying in the air. 40 The author combines fantasy with real-world themes, showing how society treats those who stand out and what it takes to stay true to yourself.

- A. But his joy doesn't last long.
- B. It's finding a place where he can truly land.
- C. At first, Michael enjoys his newfound ability.
- D. One day, he begins feeling sharp pains in his back.
- E. Beyond the adventure, this is a story about acceptance.
- F. Now, Michael flies openly, joining rescue teams to save lives.
- G. He doesn't want to be an experiment or a celebrity – he just wants to be himself.

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, 从各题所给的 A、B、C 和 D 四个选项中选出可以填入空白处的最佳选项。

Years ago, as a shy and uncertain post-graduate, I took a decent job but felt like wearing ill-fitting shoes. Lost and 41, I waited for inspiration to strike.

And inspiration did strike. I 42 *The Artist's Way*, a 12-week course to unlock 43. Julia Cameron, its creator, believes we all 44 an inner creativity; we just block ourselves from that urge. The path she lays out is simple yet requires 45.

There are weekly readings. For months, I'd discuss with members about our reading and 46 our progress, frustrations, and aha moments. One key 47 was writing "morning pages" – no stopping and no editing for at least three full pages. It felt writing nonsense at first. But as I 48, it helped me realize I'd use excuses to 49 a dance class or job opportunity. I found I tend to avoid any 50.

Another practice was "artist dates" – solo activities to inspire fun. Cameron emphasized that 51 our limiting beliefs was only half the battle; we must also 52 seek joy. So, I invited 53 pleasures: baking cookies, collecting fallen flowers, etc. I even rented a car to a coastal town. At sunset, I'd roll down my car window, sing loudly and 54 the pink sky. Joy entered my serious life.

A year later, I quit my job and 55 one in a creative field. It took three more years to dance on stage. As for publishing short stories, perhaps next summer.

- | | | | |
|--------------------|-----------------|-----------------|----------------|
| 41. A. confused | B. motivated | C. annoyed | D. impatient |
| 42. A. set up | B. reflected on | C. turned down | D. came across |
| 43. A. mystery | B. creativity | C. achievement | D. passion |
| 44. A. display | B. expect | C. possess | D. mention |
| 45. A. flexibility | B. commitment | C. fortune | D. cooperation |
| 46. A. memorize | B. deny | C. share | D. forget |
| 47. A. contest | B. suggestion | C. trial | D. task |
| 48. A. persisted | B. surveyed | C. complained | D. wondered |
| 49. A. establish | B. take | C. abandon | D. miss |
| 50. A. risk | B. guidance | C. strategy | D. praise |
| 51. A. promoting | B. recognizing | C. illustrating | D. preserving |
| 52. A. helplessly | B. humbly | C. actively | D. cautiously |
| 53. A. original | B. permanent | C. intense | D. simple |
| 54. A. admire | B. paint | C. decorate | D. brighten |
| 55. A. designed | B. landed | C. refused | D. inquired |

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。

In 2018, a remarkable project began in Egypt's Minya Province. The \$1-billion Sugar Canal project, 56 (lead) by Chinese, Egyptian, and UAE companies, aimed to turn 76,000 hectares of desert into farmland. Chinese firm ZPEC took on the key task of drilling wells to bring underground water to the surface, 57 mission that seemed impossible in the dry land.

At first, the team faced huge challenges. The first well took them nearly two months 58 (complete), but they now finish a well in just 10 to 15 days with advanced technology. Most workers are Egyptian, trained by Chinese 59 (technician). "It's all part of the Belt and Road cooperation," said Li Wei, ZPEC's manager.

Now, over 150 wells have been drilled, watering crops like sugar beets, alfalfa, and barley. 60 (incredible), beet productivity has risen by 50% in just one year. The project also includes a sugar factory built by Chinese companies, 61 produces 900 tons of white sugar every year. This not only boosts Egypt's food 62 (secure) but also creates thousands of jobs, bringing new life to local communities.

"This project is a game-changer for desert regions," said Ahmed Soliman, ZPEC's base manager. The once-deserted land turns green 63 water flowing from new wells. It's a real-life story of hope in the heart of the desert, 64 (prove) that even the harshest (恶劣的) environments can eventually 65 (transform) through international partnership and innovation.

第四部分 写作（共两节，满分 40 分）

第一节（满分 15 分）

假定你是李华，你校即将举办毕业生图书捐赠活动，请你给外教 Terry 写一封邮件，介绍活动基本信息并征求关于优化英文图书的捐赠方案的建议，如书目选择、前期宣传等。

注意：

1. 写作词数应为 80 个左右；
2. 请按如下格式在答题卡的相应位置作答。

Dear Terry,

I'm writing to introduce our upcoming book donation event and seek your valuable advice.

Best regards,

Li Hua

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。

"Good morning, Miss Bolz." A friendly man in his early twenties greeted me as he placed my breakfast on the table next to my bed. I struggled to sit up, but after being hospitalized several days for severe breathing difficulties, I was still very weak.

Now, I was in a nursing home, and I hated staying here. The two elderly women who were sharing my room kept me up every night with low, painful sounds and screams. My nerves were shot, and I felt really tired from not sleeping.

Fortunately, there was one positive part about my stay at the nursing home: The food was good. Since I needed to be on medications that had a side effect of stimulating my appetite, I was thankful to have three tasty meals each day.

"You gave me oatmeal (燕麦粥) again. Thanks for remembering that it's my favorite breakfast!" I told the young man who had brought my breakfast. "Well, uh, thanks," he replied, looking surprised. "Actually, we cook oatmeal for all the patients every morning, but nobody has ever told me before that they like it. Everyone on the kitchen staff works very hard to prepare the meals, so it's nice to hear praise for a change. Usually, the patients are complaining about the food."

While the young man delivered breakfasts to the two other women in the room, I wondered what I could do to encourage him and his coworkers. Reaching for a pen on my nightstand, I quickly wrote a nice note about the food on the back of the breakfast menu and waved it in the air. "Is that for me?" the man asked with a laugh. He read my note and smiled widely. Then he promised to show my comments to everyone in the kitchen before hurrying away to deliver more breakfasts.

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在答题卡的相应位置作答。

As I watched him walk down the hallway, an idea came to me.

Upon my departure, the man thanked me for my meal notes for all staff.

泉州市 2026 届高中毕业班质量监测（一）

英语试题参考答案及评分标准

第一部分 听力（共两节，满分 30 分）

1—5 CBACB 6—10 ABCAB 11—15 CACBA 16—20 ACBCA

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—25 BDCBA 26—30 BAACD 31—35 CBD CD

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

36—40 DAGEB

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）

41—45 ADBCB 46—50 CDACA 51—55 BCDAB

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56. led 57. a 58. to complete 59. technicians 60. Incredibly
61. which 62. security 63. with 64. proving 65. be transformed

第四部分 写作（共两节，满分 40 分）

第一节（满分 15 分）

【作答示例】

Dear Terry,

I'm writing to introduce our upcoming book donation event and seek your valuable advice. The event will take place next Monday in our school library. Graduates are encouraged to donate their used books to enrich our library's collection and help build a culture of knowledge-sharing.

To make this activity better, we have decided to ask for your help, as we greatly value your experience in organizing campus activities and insights into students' reading preferences. Could you share your ideas on what types of English books would be meaningful additions to our library? It would also be helpful if you could offer advice on ways to motivate more students to participate. Thank you for your help!

Looking forward to your reply.

Best regards,

Li Hua

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. 如书写较差以致影响交际，可将分数降低一个档次。

二、内容要点

1. 活动介绍；
2. 征求意见。

【说明】内容要点可用不同方式表达；应紧扣主题，可适当发挥。

三、各档次的给分范围和要求

第五档 13~15 分	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 分	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 分	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 分	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，内容缺少连贯性。 信息未能清楚地传达给读者。
第一档 1~3 分	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）

【作答示例】

As I watched him walk down the hallway, an idea came to me. I decided to write an encouraging note to the kitchen staff after every meal, and once I finished eating, I would lay it on my plate. Working on these notes, I soon got my mind off my illness and my noisy roommates. Words couldn't describe the warmth I felt every time that young person told me about the joy on the staff's faces whenever they received my notes. As I knew that my little effort was greatly

appreciated, I felt that time flew like an arrow and my surroundings were no longer noisy.

Upon my departure, the man thanked me for my meal notes for all staff. His words made me realize how my little effort touched and encouraged everyone. Soon all the staff came in to say good-bye with a big thank-you note signed by every one of them and give me big hugs. Tears welling up in my eyes, I said sincerely, “Thank you so much for your hard work to make each meal nice.” I finally left with a strong resolution to express thankfulness whenever possible, having learned that it has the power to encourage others and light up even the hardest days.

一、评分原则

- 1. 本题总分为 25 分，按五个档次进行评分。
- 2. 评分时，主要从内容、语言表达和篇章结构三个方面考查，具体为：
 - (1) 续写内容的质量、续写的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，应先根据作答的整体情况确定其所属的档次，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。
- 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	—创造了丰富、合理的内容，富有逻辑性，续写完整，与原文情境融合度高。
(21~25 分)	—使用了多样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	—创造了比较丰富、合理的内容，比较富有逻辑性，续写比较完整，与原文情境融合度比较高。
(16~20 分)	—使用了比较多样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。 —比较有效地使用了语句间衔接手段，全文结构清晰，意义连贯。
第三档	—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。
(11~15 分)	—使用了简单的词汇和语法结构，有一些错误和不恰当之处，但基本不影响理解。 —基本有效地使用了语句间的衔接手段，全文结构基本清晰，意义基本连贯。
第二档	—未能创造合理的内容，全文逻辑性较差，续写不完整，与原文相关度不高。
(6~10 分)	—使用了较少词汇和语法结构，有较多错误，影响理解。 —很少使用语句间的衔接手段，结构不够清晰，意义不够连贯。
第一档	—未能创造合理的内容，全文逻辑性差，续写不完整，与原文情境无关。
(1~5 分)	—未能使用合适的词汇和语法结构，有很多错误，影响理解。 —未能使用语句间的衔接手段，结构不清晰，意义不连贯。
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。

泉州市 2026 届高中毕业班质量监测（一）英语听力部分录音稿

Text 1

M: Tracey, I am going camping with Alice this Saturday. Would you like to go along? We can listen to the pleasant sound of spring on the mountain.

W: I'd love to, but I've promised to watch a play with Stella.

M: A promise is a promise. We can go another time.

Text 2

W: May I show you to your table, sir?

M: I'm actually waiting for my friend. He's parking the car and should be arriving shortly. Can I wait here until he comes?

W: Sure.

Text 3

M: Joanna, did you attend Dr. Smith's lecture on climate change yesterday?

W: Yes! It was so insightful. He used simple examples to explain complex ideas.

M: I loved the interactive part. Asking us to brainstorm solutions made the lecture engaging.

Text 4

M: How did the interview go today?

W: Not very well. One of the interviewees is full of herself. She went on and on about the books she had edited.

M: I see. It's not easy for us to hire a suitable person.

W: Totally!

Text 5

W: Mark, I heard you got a job offer in New York! When do you start?

M: I'm declining it. My master's program begins this September – no time for both.

Text 6

M: Hey, Lily! I heard you skipped the campus Go-green club meeting yesterday. What's up?

W: No! I was there the whole time, helping set up the recycling boxes.

M: But the sign-in sheet doesn't have your name on it. Mr. Green was disappointed.

W: Oh! I got so caught up in fixing a broken box that it completely slipped my mind.

M: That makes sense.

W: I feel terrible. Should I talk to Mr. Green?

M: Surely he'll understand. Just go.

Text 7

W: Professor Wallace, I can't see a Shakespeare play before the term ends. Could I...

M: There are four plays available.

W: Most are at 8 pm, but I must work on my biology senior project then.

M: No extension, but there must be a way.

W: Could I watch a film version instead?

M: No. Films focus on visuals, miss language, and cut much of Shakespeare's work. When a character speaks their thoughts aloud in plays, they talk directly to the audience, but in films they rarely look at the camera.

W: It's hard. I'm taking six classes, doing the project, and volunteering at the art museum

Sundays.

M: No worry. The art museum is staging a Shakespeare play on a Sunday next month.

W: That'll work great!

Text 8

M1: Wow, these oil paintings and watercolor paintings are beautiful! Wilson, did you paint them all?

M2: Yes. And that crayon painting is also my work.

M1: Brilliant. Ms. Carter, I must say your son is talented.

W: Thanks. However, I always think about how to preserve and display his works.

M1: Kids always want their works to be well preserved and displayed. For my daughter Juno, I turned the hallway into her personal art gallery – kindergarten paper cuttings, primary school sculptures, even her junior high poems.

M2: That's cool! Mom, can I have my personal art gallery?

W: Great idea but there's no spare room in our house.

M1: Well, you can take high-quality photos of his paintings. Then you can create an account on social media to post those photos.

W: That's a fantastic plan!

Text 9

W: Hello, this is Rainbow Television Studios. May I help you?

M: Hello, I'm calling because there is an ad in the school newspaper. It says there is some work available for a student who wants to work on your local news program.

W: Right. But do you know that it's an unpaid job. We are looking for volunteers.

M: Oh, sure. I just want to gain some work experience after I graduate from school. I think that I will be prepared for such a job.

W: Are you available on weekends? We are extremely busy at that time and need more hands.

M: Of course. I am free on weekends and I have no classes on Wednesday afternoon.

W: That's great! Well, are you majoring in telecommunications?

M: No, in journalism. But I've taken some telecommunications courses.

W: Actually, these two majors have some similarities.

M: Yes. In this way, I have options beyond the traditional journalism major career paths and will be more competitive in the job market.

Text 10

Good morning, everyone and welcome to the museum. I'd like to give you some background information about the museum, and then explain a little about what you can see during your visit. So, where we are standing at the moment is the entrance to a large building that was constructed in 1880 as the home of a local businessman. It was later sold and became a hall of residence for students. In 2005, a modern extension was built to accommodate the museum's collections. The museum is owned by the university now. Apart from two rooms that are our offices, the university uses the main part of the building. You may see students going into the building for lessons, but it's not open to visitors. I'm afraid it's a shame because the internal architectural features are outstanding, especially the room that used to be the library. Luckily, we've managed to keep entry to the museum free. Now please come here, and I'd like to tell you more about the different areas of the museum.