

高三英语

(试卷满分: 150 分, 考试时间: 120 分钟)

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 are the speakers talking about?

A. A painting.

B. A forest.

C. A zoo.

2. What are the speakers doing?

A. Traveling in a scenic spot.

B. Discussing a weekend plan.

C. Looking for a parking space.

3. What is Tony going to do?

A. Take a vacation.

B. Launch a business.

C. Return to college.

4. Why does the woman talk to the man?

A. To order the meal.

B. To appreciate the service.

C. To address a billing error.

5. When will the speakers visit the museum?
A. On Friday.
B. On Saturday.
C. On Sunday.

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. What will the students join in?
A. A drama show.
B. A sports event.
C. A talent competition.
7. What does Mr. Wilson emphasise?
A. Fixed location.
B. Protective measures.
C. Flexible arrangements.

听第 7 段材料, 回答第 8 至 10 题。

8. How long has the woman been collecting stamps?
A. For two years.
B. Since she was twelve.
C. For over ten years.
9. What does the woman explore about the stamps she collects?
A. Their face value.
B. The stories behind them.
C. Their design.
10. What stamps does the woman collect now?
A. Stamps about Chinese stories.
B. Stamps of foreign scenery.
C. Stamps on environmental protection.

听第 8 段材料, 回答第 11 至 13 题。

11. What is the relationship between the speakers?
A. Guide and visitor.
B. Manager and employee.
C. Host and guest speaker.
12. What is the purpose of the "Green Thumb" project?
A. To green city spaces.
B. To bring neighbors closer.
C. To explore gardening skills.
13. What will the "Green Thumb" project do next?
A. Engage more communities.
B. Employ eco-friendly policies.
C. Integrate workshops and classes.

听第 9 段材料, 回答第 14 至 17 题。

14. What can we know about Smart Buddy Q?
- A. It focuses on academic function.
 - B. It provides personalised support.
 - C. It serves entertainment purposes.
15. Who developed Smart Buddy Q?
- A. Students of the robotics club.
 - B. Professional engineers.
 - C. Teachers at the school.
16. How does the woman feel about the program?
- A. Doubtful.
 - B. Indifferent.
 - C. Impressed.
17. What is the man doing?
- A. Hosting a social program.
 - B. Introducing a robot project.
 - C. Presenting a science course.

听第 10 段材料, 回答第 18 至 20 题。

18. What does Jamie do?
- A. A Parkour learner.
 - B. A Parkour coach.
 - C. A Parkour club leader.
19. Where did Jamie and his group first do Parkour?
- A. On a school playground.
 - B. In a gym.
 - C. In a park.
20. Which is the best part of doing Parkour according to Jamie?
- A. Social function.
 - B. Entertainment aspect.
 - C. Cool costume.

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

Science Summer Programs

Let your inner scientist come out to play and explore the wonders of the natural world: take part in one of the many science summer programs available. These programs and camps, tailored for middle and high schoolers, offer a treasure list of possibilities for learning and adventure. Seeking a boost for your current science classes? Eager to check out different STEM fields? There's a program for you!

Program 1: World Scholars Academy

World Scholars Academy provides live online summer courses for students from ages 12-18 designed and taught by world-leading instructors from established universities. Explore your future career path and accelerate your success with personalised academic guidance and high-level instruction from the world's most accomplished educators.

Program 2: STEM/Medicine Programs at Leading Universities

Outset is a leading 1-week pre-college program at top universities for 9th-12th graders interested in STEM, medicine and healthcare careers. If students are interested in a physician or healthcare career, Outset might be a great choice. We help students build confidence and prepare for the pre-med path. They also get to try hands-on activities and hear world-class speakers on their health career interest. Apply online today!

Program 3: Teach Me Wall Street

Wall Street 101 + Investing & Trading + Budgeting & Beyond – 3 week Finance and Life Skills program for grades 9-12. 100% virtual program perfect for students with summer jobs, those who cannot travel and students who want to set themselves up for future financial success.

Program 4: Polygence Summer Research Program

Your subject, your schedule, your project. Become a researcher with one-on-one guidance from a PhD candidate from a Top University. Polygence research programs are available year-round and are proven to give students the ultimate edge in college admissions by helping you demonstrate who you are and what you care about.

21. What do the first two programs have in common?

A. Career-related exploration.

B. Career-planning courses.

C. Offline guidance.

D. Hands-on activities.

22. Which program most attracts a student interested in finance?

A. Program 1.

B. Program 2.

C. Program 3.

D. Program 4.

23. What is a feature of Polygence Summer Research Program?

A. Given subjects.

B. Fixed schedules.

C. Individualised instruction.

D. Admission guarantee.

B

When I was four, my grandfather suddenly got lost in a park one day. It was the first instance that informed us that he had Alzheimer's disease (阿尔茨海默病). Over the past 12 years, his worsening condition and his wandering have been worrying us. My aunt struggled to stay awake at night to watch over him, but often failed. Concerned about my aunt's well-being and my

grandfather's safety, I searched widely for a solution, but in vain.

Then two years ago, while looking after my grandfather, I was impressed by the moment his foot landed on the floor. Why don't I put a pressure sensor on the bottom of his foot? (stepped onto the floor and out of the bed, the pressure sensor would detect an increase in pressure caused by body weight and then wirelessly send an alarm to the caregiver's smartphone. My mission to create a sensor-based technology was born.

When laying out my plan, I faced three main challenges. First, I had to create a wearable sensor. After testing different materials like rubber, which was too thick, I decided to print a film with pressure-sensitive ink particles (颗粒). Next, I had to design a wearable wireless device. Thankfully, I was able to find out about the Bluetooth-low energy technology, which consumes little power and can be driven by a coin-sized battery. Lastly, I learnt to code (编码) a smartphone app to turn the caregiver's smartphone into a remote monitor.

Integrating these components, I successfully created two models: a built-in sock sensor and a re-attachable one. Having tested the device on my grandfather with 100% success in detecting wandering, I beta-tested it at California care facilities last summer. Now, I'm using responses from users to improve it into a marketable product.

One thing I'll never forget is when my device first caught my grandfather's wandering. At that moment, I was really struck by the power of technology to change lives for the better.

24. What drove the author to seek a solution?

- A. His knowledge about Alzheimer's.
- B. The encouragement from his aunt.
- C. His worries about treating patients.
- D. The struggle of tending his grandfather.

25. What is the purpose of detecting the pressure under a patient's feet?

- A. To measure his weight.
- B. To monitor his motion.
- C. To record his walking pace.
- D. To estimate his health status.

26. Why did the author choose a printed film sensor?

- A. It's thin.
- B. It's energy-saving.
- C. It's coin-sized.
- D. It's wireless.

27. What is the best title of the text?

- A. Protecting Wandering Loved Ones
- B. How Technology Empowers Lives
- C. The Challenges of Alzheimer's Disease Care
- D. A Family's Struggle with Alzheimer's Disease

Researchers exploring the lightless landscape of the Pacific Ocean floor think they've observed "dark oxygen" being created there, potentially challenging commonly held beliefs about how oxygen is produced on Earth.

Until now, it was thought that oxygen was created only through photosynthesis, a process that requires sunlight. But the discovery casts doubt on that theory and raises new questions about the origins of life itself.

The research team led by Andrew Sweetman, a professor with the Scottish Association for Marine Science in Scotland, believe oxygen is being produced by electrically charged minerals called polymetallic nodules (多金属结核), which range in size from a small particle to about the dimensions of a potato.

These nodules – "effectively batteries in a rock," Sweetman said – may use their electric charge to split seawater into hydrogen and oxygen in a process called seawater electrolysis (电解).

Researchers conducted tests on the seafloor and also collected samples to test aboveground, and they came up with the same result: that oxygen levels increased near the polymetallic nodules.

Seawater can be split into hydrogen and oxygen with 1.5 volts (伏特) of electricity, which is the amount in an AA battery. Researchers found that some of the nodules possessed as much as 0.95 volts of electricity, and multiple nodules together produced even higher voltages.

Polymetallic nodules contain metals such as manganese, nickel and cobalt, which can be used to make the lithium-ion batteries used in consumer electronics, appliances and electric vehicles.

Franz Geiger, a Northwestern University chemistry professor, said that there may be enough polymetallic nodules in an area of the Pacific Ocean called the Clarion-Clipperton Zone to meet global energy demands for decades after. But mining would have to be conducted in a way that did not remove oxygen for life forms in that zone.

"A few years ago, a team of marine (海洋) biologists went back to those areas mined 40 years ago and found essentially no life," Geiger said. "And then a few hundred meters over to the left and right, where the nodules were untouched, plenty of life."

28. Why is the discovery significant?

- A. ~~It casts doubt~~ on the existence of "dark oxygen".
- B. It shakes the view on the source of oxygen.
- C. It shows the process of photosynthesis.
- D. It displays the origin of life itself.

29. What enables seawater electrolysis in the deep sea?

- A. Photosynthesis.
- B. Sunlight reaching the seafloor.
- C. Polymetallic nodules.
- D. Chemical reactions in seawater.

30. Why are the numbers listed in paragraph 6?

- A. To describe the difficulty in splitting seawater.
- B. To demonstrate how powerful AA batteries are.
- C. To stress the practicality of electricity generation.
- D. To explain why more oxygen exists near the nodules.

31. What can we infer from Geiger's words?

- A. Marine ecology must be respected while mining nodules.
- B. The Clarion-Clipperton Zone has no life due to mining.
- C. Marine biologists oppose mining in the ocean.
- D. Mining nodules is beneficial for marine life.

D

We tend to think of large cities as melting pots – places where people from all sorts of backgrounds can associate and interact. But according to a new research, people in big cities tend to primarily interact with other individuals in the same socioeconomic level, while people in small cities and rural areas are much more likely to have diverse interactions.

A team of researchers led by Stanford University used GPS data collected from 9.6 million cellphones in the United States to determine how often people of different socioeconomic statuses crossed paths during the day.

After inferring each person's socioeconomic status from estimated rental prices on a housing marketing website, the researchers counted potential interactions between users over the course of the day – times where two cellphones had GPS pings (定位仪) within 50 meters of each other within a five-minute window. They collected data on almost 1.6 billion path-crossings. The researchers found a clear pattern that has been missed by similar studies in the past: large cities contributed to socioeconomic segregation.

“That seems like an unexpected observation,” said Jure Leskovec, a professor of the team. “But there is a large variety of choices in big cities. In New York, you can spend \$10 or \$1,000 on a dinner, while if you live in a place with only one restaurant, everyone goes there, rich or poor. That seems to be the main mechanism for this phenomenon.”

The good news is, there are ways to build cities to have more socioeconomic mixing. Looking at large cities, the researchers found that those that placed frequently-visited activity centres in between different neighborhoods – instead of in the centre of each neighborhood – were less segregated.

“We’ve long emphasised residential integration, but we now have a new way,” said Grusky, a member of the research team. “When new shopping centres and other activity centres are up for
to make sure they’re located in places that will promote diversity.”

32. What helps the researchers reach their conclusion?
- A. Studying people's interaction duration.
B. Assessing residents' living distances.
C. Surveying phone users in person.
D. Analysing GPS data from cellphones.
33. What does the underlined word "segregation" mean in paragraph 3?
- A. Integration. B. Development. C. Division. D. Imbalance.
34. Why is "restaurant" mentioned in paragraph 4?
- A. To predict effects. B. To illustrate the finding.
C. To present a solution. D. To make comparisons.
35. What does Grusky propose to promote socioeconomic mixing in cities?
- A. Limit choices in large cities.
B. Increase the number of restaurants.
C. Enhance the taste of community activities.
D. Place activity centres in diversity-rich areas.

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。

I was eleven years old when I spotted my neighbour, Julie, working in her garden. She asked me if I would help her cut back the hedge (树篱) overgrown over the pathway. I agreed and my brother Josh also came along to help us. We wheeled Julie's garden bin (垃圾桶) down to the hedge.

36

We posted photos of our handiwork on "Our Malmesbury", our local Facebook Group. The community reaction was amazing. A wheelchair user was so grateful that he didn't have to go onto the road anymore to pass the hedge. _____ Many people raised their hands to volunteer and do more to keep our town tidy.

38 — Before, it looked a bit run down, but now, the place looks cleaner and tidier. Residents comment how amazing the roses look when they flower and make the place brighter.

To keep the projects going, I managed to sort funding through local businesses and associations. I used a website online that lists available grants (补助). — 39 / So Julia applied on our behalf. The funding has helped us obtain trees, plants and gardening equipment.

When we first started, everything was done out of my parent's garage. I started with nothing, just borrowing equipment we already had. But as time went on, donations came in from the local community. 40 — It got so big that we had to move this all to Julie's.

Our Facebook Page currently sits at 669 members. I'm so pleased that six years later, the campaign is still in full swing. Our mission won't stop.

- A. The whole town was inspired to follow our lead. ~~XX~~
 B. When I first tried to apply, I wasn't of legal age.
 C. All three of us tackled away at it until we reduced it.
 D. With many willing hands, our town has transformed.
 E. I even won a grant to fund the planting of Queen apple trees.
 F. This was the beginning of many community projects completed by volunteers.
 G. Our garage got filled up so quickly with brushes, gardening tools and leaf blowers.

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)

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。
 In the summer of 2024, Caroline was doing a DIY home project. It _____ 1,500 pounds of gravel (砾石). So she headed to a home improvement store, and started _____ her car.

"I'm loading, loading. And this older man comes over," Caroline _____
 Do you know that your car has a _____ 44 _____ limit?" The man asked.

Caroline did not know that. What now? She got _____ 45 _____! That was when the man made an offer of unusual _____ 46 _____. "I can load you up in my truck." With this, he helped her unload all the heavy gravel from her car. _____ 47 _____, he loaded it into his truck. She shared her _____ and they exchanged numbers.

When they _____ 49 _____ her house, the man helped her unload all 1,500 pounds of gravel onto her driveway. She didn't want him to leave _____ 50 _____, trying to offer him money, then wine, but he politely refused. Then she _____ something he might like.

"Do you like cucumbers (黄瓜)?"

"I love cucumbers!" His face _____ 52 _____ lit up.

Caroline offered him a _____ 53 _____ of her garden; it turned out he, too, had been a gardener. She picked a handful of big cucumbers, and gave them to him. _____ 54 _____, he marched off back to his truck.

Today, _____ by her unsung hero, Caroline tries to be on the lookout for others who might need a hand.

- | | | | |
|---------------------|-----------------|---------------|----------------|
| 41. A. required | B. contained | C. consumed | D. produced |
| 42. A. getting on | B. checking out | C. filling up | D. driving off |
| 43. A. recalled | B. announced | C. declared | D. responded |
| 44. A. fuel | B. height | C. speed | D. weight |
| 45. A. relieved | B. stuck | C. impatient | D. cross |
| 46. A. honesty | B. bravery | C. creativity | D. generosity |
| 47. A. Nevertheless | B. Otherwise | C. Afterwards | D. Meanwhile |

48. A. ideas
49. A. spotted
50. A. speechless
51. A. gave away
52. A. instantly
53. A. tour
54. A. Upset
55. A. reminded

- B. gifts
B. reached
B. regretful
B. handed out
B. gradually
B. scene
B. Excited
B. pressed

- C. experience
C. left
C. empty-handed
C. picked up
C. briefly
C. flower
C. Curious
C. inspired

- D. address
D. approached
D. heart-broken
D. thought of
D. ultimately
D. cucumber
D. Confused
D. supported

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。

Tie-dye, or *Zaran* in Chinese, is the time-honoured handmade art of the Bai ethnic group (白族).

The technique 56 (date) back over 1,000 years in China.

To hold on to tradition, Zhang Bin and Zhang Hanmin, a young couple of the Bai ethnic group, chose 57 (quit) their jobs in Beijing and returned to their hometowns. They set up a tie-dye workshop, which gradually made a name for 58 (it) and started turning a profit by improving the production technique and product quality. Many of its 59 (finish) products feature snowflake and flower patterns, 60 (symbolize) natural scenery. Aside from drawing dye from nature, tie-dye production processes, too, are 61 (environmental) friendly, requiring no chemical materials.

Besides turning the technique into profit, the couple have also been promoting it among the public. The workshop provides local children 62 -free classes, during which they go pick plants on the mountains and create tie-dye products, and also offers jobs to 63 (local) who once only relied on farm work for income. Additionally, it plans to organise more educational tours and travel activities, and attract more people to participate in the 64 (preserve) of tie-dye.

"As a way of life 65 bears the customs and culture of the Bai people, Tie-dye matters a lot to us. By maintaining the technique, we also hope to improve rural life," Zhang Bin told Beijing Review.

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, 外教 Mr. Pullen 计划使用 AI 工具为学生提供全天候的英语口语练习支持。然而, 你认为这种做法可能存在问题。请你给外教写一封邮件, 内容包括:

1. 说明问题;
2. 提出建议。

注意:

阅读材料。

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。

Yours faithfully,
Mr. Pullen.

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。

Be Kind to Every Kind

Growing up in a city, surrounded by tall buildings, Albert found animals to be a rare and attractive presence. However, while he loved animals, he never truly understood how to treat them with the respect they deserved.

His parents had noticed Albert's lack of responsibility. They had long tried to teach him the value of patience and care, but city life seemed to fuel his impatience. They knew something had to change.

This winter break, Albert's parents took him to visit his cousin Camille, who lived on a farm far from the city. Camille had learned from a young age how to care for animals. Albert's parents hoped the trip would help him develop a deeper sense of responsibility and kindness – not just toward animals, but toward the world around him.

When they arrived at Camille's farm, Camille greeted them warmly, her face shining with the satisfaction of farm life. "Ready to meet the animals in the barn (畜棚)?" she asked Albert.

Albert nodded eagerly.

Albert saw the sheep first. He bent down to get a closer look, his hand reaching out toward them. However, as soon as he moved, the sheep scattered (散开), their eyes wide with unease. Albert was confused. "Why did they run away?"

Camille smiled but explained gently, "They're not used to sudden movements. Animals can get scared just like people. It's important to be calm and patient with them."

Next, they visited the cows. Albert thought they would be easy to approach, but when he tried to wave a carrot in front of one, it barely reacted. He impatiently moved closer, trying to get its attention, but the cow simply ignored him.

"It's not a game, Albert," Camille said, noticing his frustration (沮丧). "They're not toys. You have to earn their trust. It's just like being with people. If we rush or ignore their boundaries, they

pull away, right?"

Albert hesitated. He had never considered that animals, like people, had their own boundaries and comfort zones.

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。

Later in the afternoon, Camille led Albert to feed the young sheep.

That evening, Albert's parents entered the barn, surprised by what they saw.

泉州市 2025 届高中毕业班质量监测（三）

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 ACBCB 6—10 ABCBC 11—15 CAABA 16—20 CBABA

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 ACCDB 26—30 AABCD 31—35 ADCBD

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

36—40 CADBG

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 ACADB 46—50 DCDBC 51—55 DAABC

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

56. dates 57. to quit 58. itself 59. finished 60. symbolizing

61. environmentally 62. with 63. locals 64. preservation 65. that/which

第四部分 写作（共两节，满分 40 分）

第一节（满分 15 分）

【作答示例】

One possible version:

Dear Mr. Pullen,

I am writing to share my thoughts about the plan to use AI tools for providing oral English practice around the clock.

While AI is useful, I worry that some students might become overly reliant on it, missing opportunities for real-time communication with teachers and classmates. This interaction is essential for improving speaking skills in a natural environment.

To address this, I would suggest balancing AI with face-to-face interactions to ensure students continue to develop their communication skills in authentic settings. Additionally, integrating group discussions and role-playing activities could also further enhance their conversational abilities.

Thank you for considering my perspective.

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 和多于 100 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. 说明问题；
2. 提出建议。

【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	<p>完全完成了试题规定的任务。</p> <p>—覆盖所有内容要点。</p> <p>—应用了较多的语法结构和词汇。</p> <p>—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。</p> <p>—有效地使用了语句间的连接成分，使全文结构紧凑。</p> <p>完全达到了预期的写作目的。</p>
第四档 10~12 分	<p>完全完成了试题规定的任务。</p> <p>—虽漏掉 1、2 个次重点，但覆盖所有主要内容。</p> <p>—应用的语法结构和词汇能满足任务的要求。</p> <p>—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。</p> <p>—应用简单的语句间连接成分，使全文结构紧凑。</p> <p>达到了预期的写作目的。</p>
第三档 7~9 分	<p>基本完成了试题规定的任务。</p> <p>—虽漏掉一些内容，但覆盖所有主要内容。</p> <p>—应用的语法结构和词汇能满足任务的要求。</p> <p>—有一些语法结构和词汇方面的错误，但不影响理解。</p> <p>—应用简单的语句间连接成分，使全文内容连贯。</p> <p>整体而言，基本达到了预期的写作目的。</p>
第二档 4~6 分	<p>未适当完成试题规定的任务。</p> <p>—漏掉或未描述清楚一些主要内容，写了一些无关内容。</p> <p>—语法结构单调，词汇项目有限。</p> <p>—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。</p> <p>—较少使用语句间的连接成分，内容缺少连贯性。</p> <p>信息未能清楚地传达给读者。</p>
第一档 1~3 分	<p>未完成试题规定的任务。</p> <p>—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。</p> <p>—语法结构单调、词汇项目有限。</p> <p>—较多语法结构或词汇方面的错误，影响对写作内容的理解。</p> <p>—缺乏语句间的连接成分，内容不连贯。</p> <p>信息未能传达给读者。</p>
0 分	<p>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。</p>

第二节（满分 25 分）

【作答示例】

One possible version:

Later in the afternoon, Camille led Albert to feed the young sheep. She handed him a handful of grass and demonstrated how to approach the animals quietly and slowly. Albert followed her instructions, moving carefully and extending his hand. One sheep carefully stepped forward and smelled the food in his hand. A sense of achievement filled Albert's heart as he remained calm and

continued offering the grass. Camille smiled, watching him. “It’s about kindness,” she said gently. “When you respect their space, they’ll trust you.”

That evening, Albert’s parents entered the barn, surprised by what they saw. Albert sat on the grass-covered floor, surrounded by the lambs, who were now comfortable with him. He was talking to them softly and petting them. His parents stood in the doorway, watching him with interest. Albert looked up and noticed their surprised expressions. “Animals aren’t just here for us to play with,” he said. “They have feelings too. I think I understand now.” His mother smiled, realising that Albert had grasped the importance of kindness and respect for all living beings.

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 2025 届高中毕业班质量监测（三）英语听力部分录音稿

Text 1

W: Have you seen the painting entitled *Bamboo and Bird* by Qi Baishi? It's absolutely brilliant.

M: Yeah, the bamboo is so vivid, and the bird looks so lifelike. His brushwork is truly amazing.

Text 2

W: It is so crowded here and there. I've been driving around for ages and can't find a spot.

M: Yeah, it's always like this on weekends. Maybe we should try the underground parking lot of the shopping centre instead?

Text 3

M: Hey Amy, I am going to give up my vacation and start a business. I've got an app idea that I think could be really big.

W: Wow! But Tony, aren't you in college?

M: I graduated last year. Ready for a challenge.

Text 4

W: Excuse me, waiter, I'm afraid there is a mistake on my bill. I didn't order dessert.

M: Sorry, let me check... Ah, yes, the dessert was for the next table. Here's your corrected bill.

W: Thanks for your quick service.

Text 5

W: Hey, did you hear about the Science and Technology Fair at the museum?

M: Yeah. You know I am crazy for that. Would you like to go this Friday?

W: Friday's not good for me. How about Saturday or Sunday?

M: Saturday sounds perfect.

Text 6

W: Hey, Mr. Wilson. You got a second? I want to talk to you about something related to our students.

M: Sure, what's up?

W: I'm going to take some kids to an English drama show this weekend.

M: Oh, cool. Still on the sports centre this time?

W: No, it's at the school theatre. It'll be super good for their English and acting skills. Plus, it's a chance to show their talents.

M: That sounds like fun. Go ahead and make arrangements. Just make sure all safety measures are in place.

W: Of course. Thanks a lot for your support.

Text 7

M: You must be an expert in environmental protection. I heard you're also a stamp collector.

W: Yes, I've been collecting stamps for over ten years. My interest in stamps led me to focus on

environmental themes.

M: That's fantastic! I used to collect stamps when I was twelve, but got bored after two years.

W: I bought new stamps from the post office, like you did. But now, I only collect Chinese and foreign stamps related to environmental protection.

M: So, you explore the stories behind them?

W: Exactly. Every stamp has a story. Some tell about endangered species, others show beautiful natural landscapes that need our protection.

M: I am greatly enlightened.

Text 8

M: Hello, welcome to our show! Today, we're in the heart of the city, exploring the "Green Thumb" community gardening project. Let's meet Sarah Johnson, who's the project manager. Sarah, can you tell us a little bit about the project?

W: Sure! "Green Thumb" is a community gardening plan aimed at bringing green spaces to urban areas. We provide residents with the tools, seeds, and education to start their own gardens.

M: Wonderful. How did the project get started?

W: Well, it all began with a group of neighbours who wanted to make their community more beautiful and eco-friendly. They started a small garden, and it quickly gained popularity. Now, we have several gardens throughout the city, and more are planned.

M: How do the residents respond to the project?

W: They love it! Many people have never grown their own food before, and they find it very rewarding. It's also a great way for neighbours to build a sense of community.

M: Do you have any plans for the future of the project?

W: We hope to expand to even more neighbourhoods and involve more people. We also want to introduce workshops and classes on sustainable gardening practices.

M: Thanks, Sarah, for sharing your story. "Green Thumb" is truly a project that's making a difference in the community.

Text 9

M: Welcome, everyone! Today, we'd like to share something really innovative. We have a "Smart Buddy Q" program here, where student-developed intelligent robots help kids build up their confidence.

W: That's brilliant! How does it work?

M: Well, Smart Buddy Q is designed to be a friend to the kids. It uses artificial intelligence to understand their needs and provide personalised support. For example, if a child is struggling with a math problem, Q can explain it in a fun and engaging way.

W: That's really cool. Does it help with other things too, like social skills?

M: Definitely! Q can assist social interactions by suggesting icebreakers or role-playing situations. It helps kids practice their communication skills in a safe and supportive environment.

W: That sounds like it could be very helpful. Were the robots developed by students?

M: Yes, they were! Our school has a robotics club where professional engineers instruct our students to design, build, and program robots. Smart Buddy Q is one of their proudest creations.

Text 10

M: Hi, everyone! My name is Jamie. I'm here to talk about a cool sport I found out about! It's not soccer, basketball, or swimming. It's called Parkour! It comes from France. In Parkour,

people run, jump, and climb around the city. They use walls, stairs, and other things to do tricks. It's like turning the city into a big playground! I started Parkour last summer. At first, it was tough. I had to learn how to land and how to not get hurt. But the coaches were really nice and helped me a lot. We trained in a gym first, then we went outside. We went to parks, streets, and even rooftops! It's important to be safe, so we always check the place before we start. The best part? Meeting new friends! People in Parkour are from different places and ages, but we all have fun together. We learn new moves, help each other, and sometimes, we make videos. It's really cool to see how everyone has their own style. Some are fast, some are smooth, and some are really creative! If you're looking for a new sport to try, think about Parkour. It's fun, it's different, and you can do it almost anywhere. Just remember, be safe, and enjoy!