

2023 年普通高等学校招生全国统一考试压轴卷(T8 联盟)

英语试题(一)
参考答案及多维细目表

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第一节

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【A 篇大意】本文属于应用文。文章介绍了去圣地亚哥卡米诺旅行时的注意事项以及花费情况。

21. B 【解析】细节理解题。根据第二段中的“A popular 116 km hike, ideal for 10 days of leisurely walking, is known as the English Way ... but because it is believed the route, from Ferrol on the Galician Coast, was used by pilgrims arriving from Britain and Ireland.”可知,它之所以著名是因为朝圣者曾经用过它。

22. C 【解析】细节理解题。根据 When to Go 部分中的“March to October are likely to be best for sunshine, but rain is always possible here.”并结合选项可知,如果你喜欢阳光,可以选择在六月去。

23. D 【解析】细节理解题。根据 Do It Yourself 部分中的“take a boat from Plymouth to Santander”可知,游客可以从普利茅斯乘船去桑坦德。

【B 篇大意】本文属于记叙文。文章讲述了一位被湖南科技大学录取的身残志坚的少年的事迹。

24. C 【解析】推理判断题。根据第二段中的“His mother Wang Chunmei couldn’t hold back her tears because she knew how her son had overcome the difficulties.”判断,她流泪是因为儿子历经磨难后取得了成功。

25. C 【解析】段落大意题。第三段提到:彭兰溪在 2005 年的一次车祸中失去了双腿,当时他还是个婴儿。他学会了只用手走路,和周围的青少年一样享受着生活。他坐在轮椅上打篮球和羽毛球。他每周游泳游 40 分钟,100 米的最佳时

间是 1 分 15 秒。因此,本段主要说明的是彭兰溪积极的生活态度。

26. C 【解析】推理判断题。根据第五段中的“His story has gone viral on social media platform Sina Weibo, which has been viewed more than 19 million times and he won admiration from its users for his courage, determination and hard work.”可知,彭兰溪的故事在微博平台上走红,网友们称赞他的勇气、决心和努力。因此可推断出,他的努力让他受到欢迎。

27. D 【解析】推理判断题。根据最后一段中的“Lu Ming says that the school will help Peng to pursue his dream—to be a prosthetics engineer, a career that will change lives.”判断,被大学录取将对彭兰溪的未来有利。

【C 篇大意】本文属于说明文。文章介绍了一种千足虫新物种的研究,并且以美国歌手泰勒·斯威夫特的名字来命名。

28. B 【解析】细节理解题。根据第二段中的“... they are somewhat tricky to catch, because they tend to remain buried in the soil, sometimes staying completely beneath the surface.”可知,它们隐藏得好是难以捕捉的原因。

29. A 【解析】写作意图题。第三段提到:由于千足虫在博物馆藏品中的存在,科学家们一直怀疑千足虫包括许多新物种,但这些标本几十年来都没有被描述。为了解决这一问题,研究人员开始了一项为期多年的项目,在美国东部各地收集新的标本。他们前往美国 17 个州,在落叶、岩石和原木底下寻找新的千足虫物种,以便对它们的 DNA 进行测序并对其进行科学描述。因此,作者在本段主要想说明科学家的艰苦工作。

30. A 【解析】细节理解题。根据第四段中的“They discovered that the millipedes prefer to live in forested habitats near streams and are often

found buried under the soil, exhibiting more mysterious behaviors than their relatives.”可知,这种千足虫与其亲缘物种的差异之处表现在其栖息地。

31. D 【解析】标题归纳题。第一段提到“Taylor Swift, US singer-songwriter known for hits such as *Shake It Off* and *You Belong With Me*, has earned a new praise—she now has a new species of millipede named in her honor.”, 文章接下来就此展开, 主要介绍了一种以泰勒·斯威夫特的名字命名的千足虫新物种。因此, D 项作文章标题最佳。

【D 篇大意】本文属于说明文。文章介绍了新的人工智能计划有助于森林的繁荣。

32. B 【解析】词义猜测题。根据第二段中划线词组后面的“activists are working to stop deforestation”判断, 意识到它对地球的巨大影响。由此可知, 该划线词组与 realize 的意思相近。

33. B 【解析】推理判断题。根据第三段中的“Branching off of this official highway are around two million miles of unofficial roads, many built illegally by loggers, miners, and residents of unauthorized settlements.”和“Additionally, 90 percent of forest fires were next to illegal Amazonian roads.”判断, 那里的高速公路附近有很多风险。

34. D 【解析】细节理解题。根据第四段中的“Imazon researchers fed the manual data into an artificial intelligence algorithm to train it to find the unauthorized roads.”可知, 研究者是通过技术手段来确认那些未经批准的道路。

35. D 【解析】推理判断题。本文介绍了新的人工智能计划有助于亚马孙热带雨林的繁荣。因此, 本文与环境有关。

第二节

36—40 BFDGE

【文章大意】本文属于说明文。文章介绍了如何在不当的时候停止笑的五种方法。

36. B 【解析】考查段落主题句。根据第二段内容: 学着如何阻止你想笑的倾向需要时间, 但与此同时, 分心是阻止自己的一种简单方法。试着从这些可选择的事物中选择一个, 把你的思想从引发你大笑的事情中转移出来。因此, 本段主要谈论的是分散你想笑的冲动。

37. F 【解析】考查上下文衔接。根据本段主题句“Identify what makes you laugh inappropriately.”与该空前的句子“Maybe you laugh because you have a lot of energy or have trouble finding the words you want to say.”可知, F 项“无论你笑的原因是什么, 写下你的笑是什么时候引起你的问题。”符合语境。

38. D 【解析】考查上下文衔接。根据本段主题句“Choose replacement behavior for the laughter.”与该空后的句子“For example, nod, lick your lips, exhale slowly, or click a pen.”可知, D 项“你能做什么来代替紧张地笑?”符合语境。

39. G 【解析】考查上下文衔接。根据本段主题句“Create a plan for replacing your laughter.”与该空后的“you’ll be able to follow through”可知, G 项“既然你知道什么让你发笑, 除此之外你还能做什么, 那就告诉你自己坚持新的行为。”符合语境。

40. E 【解析】考查上下文衔接。根据该空后的句子“Besides, it helps keep you aware of your surroundings.”可知, 这里也应提到冥思的好处, E 项“练习冥思可以帮助你保持现状。”符合语境。

第三部分 语言运用

第一节

41—45 BADCB 46—50 ACDDDB
51—55 ACABC

【文章大意】本文属于记叙文。“我”因为口吃曾经很自卑, 但是通过唱歌找回了自我, 参加《美国达人秀》最终圆梦。

41. B 【解析】考查动词。根据语境“I tried speech therapy but ...”判断, 它没有起作用(work)。

42. A 【解析】考查形容词。根据语境“I begged to rid my stutter, but nothing changed.”判断, “我”很困惑(confused)。

43. D 【解析】考查副词。之前尝试了很多方法, 但是没有奏效, “我”在家努力练习唱歌, 竟然唱得很流畅(smoothly), 所以“我”非常惊讶。

44. C 【解析】考查动词。根据语境“My stutter disappeared.”判断, “我”在家练习唱歌时唱得很流畅, 因此后来加入了(joined)学校的声乐队。

45. B 【解析】考查形容词。根据语境“My stutter had become my entire identity ...”判断, “我”害怕(alarmed)讲话。

46. A 【解析】考查动词。根据语境“My stutter had become my entire identity, and I was too 45 to talk at all.”判断,“我”没有告诉任何人“我”的感受(feeling)。
47. C 【解析】考查动词短语。根据语境“A couple months later, I was standing on that enormous stage ...”判断,当“我”在电脑上看到《美国达人秀》试镜公告时,“我”报名了(signed up)。
48. D 【解析】考查动词。“我”容易结巴,并且是站在一个巨大的舞台上,因此判断“我”感到十分紧张,所以在做自我介绍时要使自己平静下来(calm)。
49. D 【解析】考查名词。“我”站在一个巨大的舞台上,面对的是评委与观众(audience)。
50. B 【解析】考查动词。根据“a new song I'd written”与 *Back to Life* 判断,歌曲的名字叫(titled)《回归生活》。
51. A 【解析】考查名词。根据语境“I launched into a new song I'd written, 50 *Back to Life*.”判断,“我”尽力专注于音乐(music)。
52. C 【解析】考查动词。根据语境“When I finished, the whole crowd was on its feet, and so were the judges.”判断,“我”的演唱非常成功,因此,“我”简直不敢相信(believe)!
53. A 【解析】考查名词。“我”的演唱受到了人们的赞誉,西蒙·科威尔评委告诉“我”,“我”有一个纯净而美丽的声音(voice)。
54. B 【解析】考查动词。根据“gave me the four votes”与“the next round of the competition”判断,投给了“我”晋级(advance)下一轮比赛所需的四张票。
55. C 【解析】考查形容词。根据语境“My wildest dreams were coming true ...”判断,这是“我”从未想过有可能(possible)成真的梦想。

第二节

【文章大意】本文属于说明文。文章介绍了中国二十四节气中的冬至以及其相关的信息。

56. and 【解析】考查连词。one of the traditional Chinese festivals 与 also one of the 24 solar terms 是并列关系。
57. developed 【解析】考查动词的时态。所填词作谓语,根据时间状语 in the Tang and Song dynasties 判断,用一般过去时。
58. importance 【解析】考查名词。根据 great 判断,所填词作宾语,用名词。

59. to celebrate 【解析】考查非谓语动词。所填词作目的状语,用动词不定式。
60. in 【解析】考查介词。vary in sth. 为固定搭配,意为“在某方面不同”。
61. essential 【解析】考查形容词。所填词作定语,修饰 food,用形容词。
62. their 【解析】考查代词。所填词作定语,修饰名词 ears,用形容词性物主代词。
63. which 【解析】考查连词。所填词引导非限制性定语从句,指代 *tangyuan*,在从句中作主语。
64. be boiled 【解析】考查动词的语态。it 指代 *tangyuan*,与 boil 之间为被动关系,且情态动词后接动词原形。
65. eating 【解析】考查非谓语动词。所填词放在介词 after 后面,且后面有宾语 it,所以用动名词。

第四部分 写作

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 词或多于 100 词的,从总分中减去 2 分。
4. 评分时,应注意的主要内容为:时态、人称、内容要点、应用词汇和语法结构的丰富性和准确性、上下文的连贯性、语言的得体性及应用文体裁格式。
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

第五档(13—15 分)

1. 完全完成了试题规定的任务。
2. 覆盖所有内容要点。
3. 应用了较多的语法结构和词汇。
4. 语法或词汇方面有些许错误,但为尽力使用较复杂结构或词汇所致。
5. 有效地使用了语句间的连接成分,使全文结构紧凑。
6. 完全达到了预期的写作目的。

第四档(10—12 分)

- 1. 完成了试题规定的任务。
- 2. 虽漏掉一两个次重点,但覆盖所有主要内容。
- 3. 运用的语法结构或词汇方面能满足任务的要求。
- 4. 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。
- 5. 应用简单的语句间的连接成分,使全文结构紧凑。
- 6. 达到了预期的写作目的。

第三档(7—9 分)

- 1. 基本完成了试题规定的任务。
- 2. 虽漏掉一些内容,但覆盖所有主要内容。
- 3. 应用的语法结构和词汇能满足任务的要求。
- 4. 有一些语法结构或词汇方面的错误,但不影响理解。
- 5. 应用简单的语句间的连接成分,使全文内容连贯。
- 6. 整体而言,基本达到了预期的写作目的。

第二档(4—6 分)

- 1. 未恰当完成试题规定的任务。
- 2. 漏掉或未描述清楚一些主要内容,写了一些无关内容。
- 3. 语法结构单调,词汇知识有限。
- 4. 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。
- 5. 较少使用语句间的连接成分,内容缺少连贯性。
- 6. 信息未能清楚地传达给读者。

第一档(1—3 分)

- 1. 未完成试题规定的任务。
- 2. 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。
- 3. 语法结构单调,词汇知识有限。
- 4. 较多语法结构或词汇方面的错误,影响对写作内容的理解。
- 5. 缺乏语句间的连接成分,内容不连贯。
- 6. 信息未能传达给读者。

不得分(0 分)

未能传达给读者任何信息;内容太少,无法评判。所写内容均与所要求内容无关或所写内容无法看清。

说明:

- 1. 内容要点可用不同方式表达;
- 2. 应紧扣主题,可适当发挥。

One possible version:

Dear Lucy,

I'm delighted to know that you will participate in the City's Chinese Speech Contest. I firmly believe you will win a prize.

Firstly, you should choose a topic that you're familiar with. It would be better for you to choose impressive examples to gain the recognition of the judges. In addition, you must be well prepared for it. For example, you have to practise your spoken Chinese to express yourself more clearly and fluently.

I really hope that my advice will be of help to you. Wish you a great success.

Yours,

Li Hua

第二节

一、评分原则

- 1. 本题总分 25 分,按以下 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. 评分时,应注意的主要内容为:与所给短文及段落开头语的衔接程度;内容的丰富性和创新性;应用语法结构和词汇的丰富性和准确性;上下文的连贯性。
- 4. 词数少于 130 的或者多于 170 的,从总分中减去 2 分。
- 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

第五档(21—25 分)

- 1. 与所给短文融洽度高,与所提供各段落开头语衔接合理。
- 2. 内容丰富。
- 3. 有效地使用了语句间的连接成分,使所续写短文结构紧凑。表达合理。

第四档(16—20 分)

- 1. 与所给短文融洽度较高,与段落开头衔接较为合理。
- 2. 内容比较丰富。

3. 比较有效地使用了语句间的连接成分,使所续写短文结构紧凑。表达合理。

第三档(11—15 分)

- 1. 与所给短文关系较为密切,与段落开头有一定程度的衔接。
- 2. 写出了若干有关内容。
- 3. 应用简单的语句间的连接成分,使全文内容连贯。表达基本合理。

第二档(6—10 分)

- 1. 与所给短文有一定的关系,与段落开头有一定程度的衔接。
- 2. 写出了一些有关内容。
- 3. 较少使用语句间连接成分,全文内容缺少连贯性。表达不够合理。

第一档(1—5 分)

- 1. 与段落开头语衔接较差。
- 2. 写出内容太少。
- 3. 全文内容不连贯。表达不合理。

不得分(0 分)

白卷;内容太少,无法判断或所写内容与所提供内容无关。

One possible version:

I rushed to the front of my building. “What are you doing out in this weather?” I asked as we hugged. “Well, I tried to call last week but couldn’t get through. Then I called your company and they said you weren’t working there anymore, so I thought I would come by,” Sister Esther said. “I have gifts for you and Kristil.” As she got up to leave, she handed me a Christmas card. “This is for you.” I walked her to her car and waved as she pulled away.

When I opened her card, I gasped in shock. Hundred-dollar bills fell onto the table. As a result, tears of gratitude welled in my eyes as I counted. Sister Esther had given me \$1,000 in total. On Christmas morning, Kristil and I gathered around our tree, and I joyfully watched as she opened her gifts. I silently thanked Sister Esther in my heart. What a great teacher and a good friend! What she did brought happiness to our dark days!

听力录音材料

试音材料

M: Excuse me, can you tell me how much the shirt is?

W: Yes, it’s nine fifteen.

Text 1

M: Hi, Jones! What’s the matter with you? I haven’t seen your smile for several days. Are you sick?

W: No. I had a small accident last weekend and my teeth are broken. I don’t want anyone to see them.

Text 2

W: It’s a bad idea that we go on waiting for the bus. Can’t you drive your motorcycle?

M: I can’t because my driving skill is not so good. What about calling a taxi?

W: OK! Just hurry up!

Text 3

W: Have you bought the tickets for the film *Avengers* tonight?

M: The tickets were sold out before I got to the cinema. I didn’t know the film was so popular.

Text 4

W: Honey, the dinner is ready. First let me get you something to drink.

M: Thanks, but I’d rather have a sleep. I’ve been working on the project analysis for a whole day.

Text 5

W: I heard you are looking for a place to live. Can I ask why?

M: I’ve decided to change a job, so I have to leave the company dormitory this weekend.

W: You’re lucky. My apartment has some rooms to rent and they are very nice.

Text 6

W: Fatahillah Square looks so different from the rest of Jakarta.

M: You’re right. It feels like we went back in ancient times. Most of the buildings here are over a hundred years old.

W: What do you want to do?

M: Many of the old buildings are now museums and art galleries. Why don’t we check a few of them out?

W: Good idea. We can learn more about the history and culture of Jakarta.

M: Later, let's go to one of the cafés in the ancient buildings.

Text 7

W: Bert, how was your summer vacation?

M: Great! I visited my native village to meet my extended family there. My parents went with me, so it was huge fun. My sister had meant to go with us, but she was so busy that she couldn't spare several days.

W: That's great. What types of fun activities have you done there?

M: I have done lots of fun activities. I liked swimming in the pond most. My cousins have taught me to climb up the tree. Now I can climb any tree.

W: That's cool. What else have you enjoyed?

M: I visited my village five years ago. So I found a lot of changes there. I have enjoyed the good changes and I loved meeting with the local people, who were more friendly.

Text 8

M: Hi. Why are you looking so sad?

M: Actually I am worried about my final examination. My parents talked to me for my poor midterm scores. What about your preparation for the examination?

W: Well, I'm going on well with my studies. I am also worried about my exam.

M: Tell me about your preparation in different subjects.

W: You know I'm weak in English. That's why I'm taking special care in English. But I'm also having a detailed revision in physics and chemistry.

M: Are you taking help from any special books?

W: Yes, but I study text books very carefully.

M: I see. I must start working with the text books. What do you think?

W: Yes. I think it'll be very helpful not only for English but also for other subjects.

Text 9

M: Hi, Tanisha. I'm doing some research for my paper. I want to know about your hobby.

W: OK. When I was little, I used to play the

piano, and then did some jogging sometimes, but in recent years, I turn to gardening.

M: Wow, cool. So have you got any garden in your house?

W: Yes, I have a small one. My husband is helping me to make it larger.

M: Where did you get the inspiration to start a garden?

W: I was visiting my cousin in Delhi. I saw her amazing garden on her roof. But we have enough place in front of our house, so that's it.

M: Inspiring. What types of plants do you have there now?

W: Mostly, I have flowers and now I am trying to grow some vegetables, too. You know in bad times, everything is expensive, especially vegetables.

M: That will be great. You can collect something fresh.

W: That's right.

M: OK. Thank you for your time. That would be of great help for my paper.

Text 10

W: A 5-year-old girl in Weymouth, England broke a new Guinness World Record. She became the youngest published writer in the world in 2021.

Bella Dark surprised her family last year when she told them that she was going to write a book. Her parents thought she just said for fun. They didn't take what she said seriously. But she was serious about it. It took her 211 days to finish the story. At last her book *The Lost Cat* came out officially and sold well—more than 1,000 copies.

Guinness World Records confirmed that at the age of five years, Bella was the world's youngest person to publish a book.

She got the idea for *The Lost Cat* from one of her drawings. Her daddy said she could make a book and the story came from the pictures. Bella started writing the story carefully after she made up her mind to do it. Bella and her father went to a book fair and someone there said they wanted to publish it.

多维细目表

题型	题号	分值	关键能力	学科素养				必备知识						预估难度		
				语言 能力	文化 意识	思维 品质	学习 能力	语音 知识	词汇 知识	语法 知识	语篇 知识	语用 知识	文化 知识	易	中	难
听力	1	1.5	获取具体信息	✓				✓	✓					✓		
	2	1.5	获取具体信息	✓				✓	✓					✓		
	3	1.5	推断				✓				✓				✓	
	4	1.5	推断				✓					✓				✓
	5	1.5	推断			✓					✓					✓
	6	1.5	推断			✓						✓			✓	
	7	1.5	获取具体信息	✓								✓		✓		
	8	1.5	推断			✓						✓				✓
	9	1.5	获取具体信息	✓					✓						✓	
	10	1.5	获取具体信息				✓					✓			✓	
	11	1.5	获取具体信息			✓						✓		✓		
	12	1.5	获取具体信息	✓					✓						✓	
	13	1.5	获取具体信息			✓						✓		✓		
	14	1.5	获取具体信息	✓					✓						✓	
	15	1.5	获取具体信息				✓					✓		✓		
	16	1.5	获取具体信息	✓								✓		✓		
	17	1.5	推断			✓			✓							✓
	18	1.5	推断	✓											✓	
	19	1.5	获取具体信息	✓			✓	✓				✓			✓	
	20	1.5	理解主旨要义			✓		✓				✓				✓
阅读	21	2.5	理解具体信息	✓		✓			✓	✓			✓		✓	
	22	2.5	理解具体信息	✓					✓	✓				✓		
	23	2.5	理解具体信息	✓		✓			✓	✓	✓			✓		
	24	2.5	推断	✓					✓	✓					✓	
	25	2.5	归纳段落大意	✓		✓			✓	✓						✓
	26	2.5	推断	✓					✓		✓			✓		
	27	2.5	推断	✓		✓			✓	✓	✓		✓		✓	
	28	2.5	理解具体信息	✓		✓			✓	✓					✓	
	29	2.5	推断	✓		✓			✓	✓	✓					✓
	30	2.5	理解具体信息	✓					✓	✓				✓		
	31	2.5	归纳文章主旨	✓		✓			✓	✓	✓					✓
	32	2.5	理解词汇含义	✓		✓			✓	✓	✓				✓	
	33	2.5	推断	✓		✓			✓	✓					✓	
	34	2.5	理解具体信息	✓					✓	✓				✓		
	35	2.5	推断文章出处	✓		✓			✓	✓	✓					✓

七选五	36	2.5	理解文章要义	✓		✓			✓	✓	✓				✓
	37	2.5	理解文章结构、语境	✓		✓			✓	✓	✓				✓
	38	2.5	理解文章结构、语境	✓		✓			✓	✓	✓				✓
	39	2.5	理解文章结构、语境	✓		✓			✓	✓	✓				✓
	40	2.5	理解文章结构、语境	✓		✓			✓	✓	✓			✓	
完形填空	41	1	动词在具体语境中的使用	✓		✓			✓			✓		✓	
	42	1	形容词在具体语境中的使用	✓		✓			✓			✓		✓	
	43	1	副词在具体语境中的使用	✓		✓			✓			✓		✓	
	44	1	动词在具体语境中的使用	✓		✓			✓			✓			✓
	45	1	形容词在具体语境中的使用	✓		✓			✓			✓		✓	
	46	1	动词在具体语境中的使用	✓		✓			✓			✓			✓
	47	1	动词短语在具体语境中的使用	✓		✓			✓			✓		✓	
	48	1	动词在具体语境中的使用	✓		✓			✓			✓		✓	
	49	1	名词在具体语境中的使用	✓		✓			✓			✓		✓	
	50	1	动词在具体语境中的使用	✓		✓			✓			✓			✓
	51	1	名词在具体语境中的使用	✓		✓			✓			✓			✓
	52	1	动词在具体语境中的使用	✓		✓			✓			✓		✓	
	53	1	名词在具体语境中的使用	✓		✓			✓			✓			✓
	54	1	动词在具体语境中的使用	✓		✓			✓			✓		✓	
	55	1	形容词在具体语境中的使用	✓		✓			✓			✓		✓	
语法填空	56	1.5	在语篇中连词的用法	✓		✓				✓	✓				✓
	57	1.5	在语篇中动词时态的用法	✓		✓				✓	✓				✓
	58	1.5	在语篇中名词的用法	✓		✓				✓	✓				✓
	59	1.5	在语篇中非谓语动词的用法	✓		✓				✓	✓				✓
	60	1.5	在语篇中介词的用法	✓		✓				✓	✓			✓	
	61	1.5	在语篇中形容词的用法	✓		✓				✓	✓				✓
	62	1.5	在语篇中代词的用法	✓		✓				✓	✓			✓	
	63	1.5	在语篇中定语从句的用法	✓		✓				✓	✓			✓	
	64	1.5	在语篇中动词语态的用法	✓		✓				✓	✓			✓	
	65	1.5	在语篇中非谓语动词的用法	✓		✓				✓	✓				✓
写作	66	15	语言的生成和输出能力	✓	✓	✓			✓	✓	✓	✓			✓
	67	25	阅读能力和语篇把控及创新能力	✓	✓	✓			✓	✓	✓	✓	✓		✓