

# 2025 届高三部分重点中学 12 月联合测评

## 英语试题

### 参考答案及多维细目表

#### 第一部分 听力

1—5 BAABC 6—10 CBAAB

11—15 CABAC 16—20 CCABC

#### 第二部分 阅读

##### 第一节

21—23 CAA 24—27 CDDB

28—31 ADCC 32—35 ABBD

**【A 篇大意】**本文是一篇介绍性说明文。文章列举了在全球物价普遍上涨的背景下,生活成本相对较低,却拥有完善便利设施的三个大城市:葡萄牙的里斯本、加拿大的多伦多和日本的东京,并为有意前往的旅行者提供了实用的旅行推荐。

21. C **【解析】**细节理解题。根据第二段的最后一句“The Roman Theatre Museum gives a glimpse into the city’s Roman past, with preserved theatre ruins.”可知,通过游览 the Roman Theatre Museum,游客可以对罗马这座城市的历史有所了解。

22. A **【解析】**细节理解题。根据第二段的第二句“Mercedes Zach recommends exploring the bohemian Bairro Alto neighbourhood to uncover street art, city views and sunset gatherings with locals.”以及第四段第二句中的“public art displays at the newly developed Azabudai Hills neighbourhood for free”和第三句中的“which offers a view of the city from 250 m above sea level for just 2,000 yen”可知,游客在里斯本和东京两座城市都可以既欣赏城市景观,又可以感受艺术魅力。

23. A **【解析】**主旨大意题。本文旨在列举目前在全球范围内,生活成本相对较低,同时拥有完善便利设施的三个大城市供旅行者参考,并为旅行者提供了实用的旅行推荐。

**【B 篇大意】**本文是一篇记叙文。文章讲述了 Adams Cassinga 从难民到野生动物保护者,创立“保护刚果”组织,通过卧底调查打击非法狩猎和野生动物交易,致力于保护刚果的自然环境和野生动物。

24. C **【解析】**推理判断题。根据第二段的第三句“In Johannesburg, Adams learnt to survive on the streets while teaching himself English in public libraries.”可知,Adams 在约翰内斯堡时学会了在街头生存,同时在公共图书馆自学英语。因此,可推断出他刚到南非时面临着语言障碍。

25. D **【解析】**细节理解题。根据第三段的第一句和第二句可知,Adams 在飞往刚果东北部的一个金矿时,看到了采矿作业对茂密森林景观的破坏,于是开始思考保护国家野生动植物的重要性。因此,采矿导致的森林破坏促使 Adams 走上了保护野生动植物之路。

26. D **【解析】**细节理解题。根据最后一段中的“They need to understand the reason behind what we do. We have to transform them into nature lovers. They can only protect what they know and love ...”可知,Adams 与警察合作的目标是尽力改变他们对自然的态度,让他们成为自然爱好者,从而更积极地参与保护工作。

27. B **【解析】**推理判断题。文章描述了 Adams Cassinga 作为野生动物保护者的经历,他经历了多种身份的转变,最终致力于保护刚果的自然环境和野生动物。他创立“保护刚果”组织,通过卧底调查打击非法狩猎和野生动物交易,并与警方、国家公园等多方合作,积极展开保护工作。这表明 Adams 是一个积极行动、意志坚定尽心尽力投入保护行动的人。

**【C 篇大意】**本文是一篇说明文。本文主要介绍了脑力疲惫是什么,脑力疲惫产生时大脑皮层里会发生哪些变化,以及应该采取哪些措施来应对脑力疲惫。

28. A **【解析】**词义猜测题。根据第一段中的“Influential theories suggested that fatigue is a sort of illusion cooked up by the brain to make us stop whatever we are doing and turn to a

more gratifying activity ...”可知,当身体感到疲惫时,大脑会让我们停下手里的工作,转向“轻松的”活动。

29. D 【解析】细节理解题。根据第三段中的“Those in that group also exhibited in their choices a change toward options proposing rewards at short delay with minimal effort.”可知,实验中从事艰苦脑力劳动的小组会倾向于以最小努力在短时间内获得奖励的选择。
30. C 【解析】推理判断题。根据第三段的最后一句“Together with earlier evidence, the scientists say it supports the hypothesis that glutamate accumulation makes further activation of the prefrontal cortex more costly, such that cognitive control is more difficult after a mentally tough workday.”可知,出现在大脑前额皮质的谷氨酸使前额皮质进一步激活的成本更高(更费力),因此在脑力紧张的工作日之后,认知控制变得更加困难。因此,可推知谷氨酸的积累标志着大脑正在耗尽精神能量。
31. C 【解析】推理判断题。根据第四段中Pessiglione所说的“I would employ good old recipes: rest and sleep! There is good evidence that glutamate is removed from the brain during sleep.”可知,睡眠和休息非常重要。因此,可推知Pessiglione建议那些不堪脑力要求高的任务的人要合理安排休息时间。
- 【D篇大意】本文是一篇说明文。确认偏见是指人们倾向于寻找支持自身信念的信息,进而影响判断与决策。为了克服确认偏见,应使信息来源多样化并主动质疑假设,提升理解和判断能力。
32. A 【解析】细节理解题。根据第二段中的“Another reason why people show confirmation bias is to protect their self-worth.”可知,人们是为了保护自己的自尊而呈现出确认偏见。
33. B 【解析】细节理解题。根据第三段中的“people were able to generate and remember more reasons supporting their side of a controversial issue than the opposing side”可知,人们在面对复杂问题的时候,会偏向那些支持他们立场的信息而不是与他们的立场相对立的信息。
34. B 【解析】写作手法题。第四段主要讲述确认偏见在人际交往中的体现,最后给出例子“If a

new roommate is expected to be friendly and outgoing, Maria may ask her if she likes to go to parties rather than asking if she often studies in the library.”来进行说明。因此,作者是运用举例的写作手法来解释说明人际沟通中的确认偏见。

35. D 【解析】主旨大意题。通读全文可知,文章5个自然段从概念、原因、表现、影响以及如何避免的角度,帮助读者深刻理解确认偏见并提出了克服它的策略。

## 第二节

36—40 DAFBG

【文章大意】本文是一篇说明文。文章介绍了爱好的重要性及其对健康、幸福和长寿的积极影响,纠正了关于爱好的常见误解,并呼吁人们重视爱好带来的益处。

36. D 【解析】本空位于段中。前文提到一种“普遍且有害的误解”,即认为从事爱好的活动反映了缺乏自律,而后文直接否定这种观点,强调爱好对生活平衡和提升整体幸福感的重要作用。因此,D项“事实并非如此”承上启下,符合语境。
37. A 【解析】本空位于段中。前文提到“定期参与爱好的活动通常能提升健康水平”,后文通过引用研究结果具体阐述这一观点。因此,A项“科学支持这一点”作为过渡句,强调研究的科学依据,符合语境。
38. F 【解析】本空位于段中。前文提到一项研究表明爱好与健康之间的关系,后文进一步展开了该研究的具体发现,特别是爱好对老年人的寿命影响。F项“去年进行的另一项研究证实了这一影响”引出了后文的具体数据,衔接前后文,符合语境,且空后的“it”指代的是F项中的“a different study”。
39. B 【解析】本空位于段首,为本段的主旨句。本段主要论述爱好对心理健康的积极作用,特别提到幸福感的提升和焦虑的减少。因此,B项“爱好让我们更快乐”概括了本段主旨,符合语境。
40. G 【解析】本空位于段中。前文提到“人类需要意义感”,而后文强调从事自己喜欢的活动可以显著提升幸福感。因此,G项“能够追求你所热爱的确实有助于那一点”呼应前后文,语义连贯,符合语境。

### 第三部分 语言运用

#### 第一节

41—45 CADBC      46—50 BBAAC

51—55 ADBDA

**【文章大意】**本文是一篇记叙文。文章讲述的是美国邮局的邮递员 Snyder 给新来的培训生分享送件时遭遇恶犬并受伤的经历。这次事件也推动了美国邮局采取措施来保护邮递员。他们想到的方法是在邮箱上贴“狗狗贴纸”，来提醒邮递员注意恶犬。

41. C **【解析】**考查名词。根据前文中的“seasoned mail carrier”可知, Snyder 在给新来的培训生 (trainee) 做经验分享。
42. A **【解析】**考查名词。根据后文提到的 2024 年 4 月发生的被恶狗撕咬的故事可知, 这里 Snyder 是结合个人经历 (experience) 来讲述的。
43. D **【解析】**考查动词。根据语境可知, Snyder 是走向 (approach) 大门, 获得邮件的签名。
44. B **【解析】**考查连词。根据语境可知, 此处表示她还没来得及 (before) 反应。
45. C **【解析】**考查动词。根据后文中的“but it was too late”可知, 她尝试 (attempt) 去保护自己, 但没有成功。attempt to do sth. 尝试去做某事, manage to do sth. 设法成功做成某事。
46. B **【解析】**考查动词。根据句意可知, 此处表示狗撕咬她的手。tear ... open 将……撕开; spear 用尖物刺穿。
47. B **【解析】**考查名词。根据前文内容可知, 此处表示这不是第一次或最后一次与恶狗的对峙 (encounter)。
48. A **【解析】**考查动词。根据语境可知, 此处表示另一只狗把她堵在门廊。corner 将……逼入死角; 使……走投无路。
49. A **【解析】**考查动词。根据语境可知, 此处表示此事件促使动物控制部门去调查狗主人。urge sb. to do sth. 鼓动/敦促某人做某事; empower sb. to do sth. 给某人权力去做某事, 增加 (某人的) 自主权。
50. C **【解析】**考查名词。根据语境可知, 此处表示美国邮局采取措施保护邮递员。take measures to do sth. 采取措施做某事。
51. A **【解析】**考查形容词。后文介绍了 2023 年发生的恶性事件达 5,800 件。因此, 此处表示此事件并不是唯一的。far from unique 某事物并不是唯一的, 并不独特。

52. D **【解析】**考查形容词。根据后文中的“orange”“yellow”可知, 此处指的涂成不同颜色的贴纸。color (用颜料、彩色笔等) 为……着色。

53. B **【解析】**考查动词。根据语境可知, 此处一个橘色贴纸表示 (signal) 这家有狗, 黄色的表示附近有狗。

54. D **【解析】**考查名词。根据语境可知, 此处表示贴不同颜色的贴纸的目的 (intention) 是用来提醒邮局的工作人员和其他送货员保持警惕, 特别 (especially) 是在对邮递员有不良反应的狗的周围。

55. A **【解析】**考查副词。解析见第 54 题。

#### 第二节

**【文章大意】**本文是一篇说明文。文章介绍了位于中国南京的四方美术馆。该美术馆展示了现代艺术, 建筑与自然融合, 注重个体体验的突出特色。文章同时也强调了它的开发商陆军投资兴建宏伟艺术空间来推动中国文化繁荣。

56. developer **【解析】**考查名词。分析句子成分可知, 空处与 Lu Jun 是同位语, 应用名词形式, 表示“开发商”。故填 developer。

57. functional **【解析】**考查形容词。分析句子成分可知, 空处修饰 spaces 作定语, 应用形容词形式。故填 functional。

58. is formed **【解析】**考查动词的时态和语态。根据上下文可知, 此处描述的是一般情况, 故用一般现在时; 分析句子结构可知, 此处应用谓语动词, 且主语 the museum 和 form 为被动关系。故填 is formed。

59. winding **【解析】**考查非谓语动词。分析句子结构可知, 空处作 passage 的定语, 表示“蜿蜒的”, 且前后为主动关系, 应用现在分词。故填 winding。

60. suspended **【解析】**考查非谓语动词。分析句子成分可知, 空处已有谓语动词 unwraps, 所以此处应填非谓语动词。空处修饰名词 the upper gallery, 表示“此建筑悬挂在空中”, 空处所填词表示状态。故填 suspended。

61. from **【解析】**考查介词。分析句意可知, 此处表示院子是由从南京城里的旧院子回收的老胡同的砖块铺就而成。from 表示“来自”。故填 from。

62. gives **【解析】**考查动词的时态和主谓一致。分析句子结构可知, 空处与空前的 matches 为并列的谓语动词, 所填词形式应一致。故填 gives。

63. to be experienced 【解析】考查非谓语动词。分析句意可知,此处表示这个美术馆等待着被体验,应用不定式的被动语态作宾语。故填 to be experienced。
64. but 【解析】考查连词。根据前面的“visitors can not only experience contemporary architectural spaces and art works”可知,空处是与 not only 相搭配的连词 but。故填 but。
65. a 【解析】考查冠词。分析句子成分及句意可知,空处需要用不定冠词来修饰后面的名词 boom,表示我国的富人们在投资推动文化繁荣。故填 a。

#### 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,以致影响交际,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. 虽漏掉一两个次要点,但覆盖所有主要内容。

3. 应用的语法结构和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方面基本能满足任务的要求。
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,词汇知识很有限。
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 teachers and friends,

I am honored to receive first prize in this competition.

My artwork, *Whispers of Bamboo*, is a traditional Chinese ink wash painting that features bamboo, symbolizing resilience and strength in Chinese culture. Through delicate brushstrokes and shades of green and black, I aimed to capture bamboo's beauty and vitality in a natural setting, with light and shadow adding a sense of serenity.

Winning this award means a lot to me, as it reflects not only my art but also the support from my teachers and classmates. I am grateful for the chance to share my culture and learn from you all.

Thank you!

### 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,以致影响交际,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:

*With a hint of hurt and surprise in his eyes, Jack gently approached me. He placed a hand on my shoulder, asked me again what had happened. I took out my test paper and told him that I would never match up to him in a choked voice. Jack's smile grew warmer, and he gave my shoulder a reassuring squeeze. "You don't have to measure up to anyone and your worth isn't defined by grades or achievements. You're more than just a number on a test. Remember that be yourself; everyone else is already taken."*

*His words were like a warm breeze, blowing my depression away and changing my mindset. I was still engaged in endless tasks and deadlines, but I no longer felt constrained by my brother's shadow. Realizing that comparison is the thief of joy, I strove for excellence instead of perfection, which is often unattainable and can lead to burnout. I felt a weight lifted off my shoulders as I realized that my value wasn't tied to a single test score. I felt more confident and less overwhelmed as I know that believing in doing my best will always be the ultimate best score.*

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: Hurry up with your food, Sally. They say there's a big storm coming. We'd better get home before that.

W: Okay, I'm done. Let's get back to the car. Could you carry these shopping bags?

M: Oh, sure.

Text 2

W: My husband took my car today. So, I guess I'll take the train home.

M: I usually ride the bus home. It's easy and cheap for me. I don't even have a car.

W: OK, I'll just follow you since we live close to each other.

Text 3

W: Robert, don't you think you need a new pair of pants?

M: No, I don't think so. I've three pairs of pants.

W: Then what about a new sweater?

M: No. But I don't mind having one more jacket.

Text 4

M: I hear Ben's moved?

W: Yes ... they needed someone with an engineering qualification in Marketing Department, so they moved him there.

M: Who's replaced him in Sales then?

W: No one yet.

Text 5

W: Hello. Can I help you?

M: Yes, this is Jimmy Carter. I saw Dr. Brown last week. She gave me medicine but now I feel even worse. So I wonder if I can come to her tomorrow.

W: I'm afraid not. She's fully booked tomorrow, but there's an opening at 3 this afternoon.

Text 6

W: Can I see your photos of your new house?

M: Of course, but you can see this first.

W: Oh, what a strange and funny painting! Everything is upside down.

M: How much would you pay for something like

that if you saw it in an art gallery?

W: I don't know.

M: Do you know how much I paid for it?

W: No ... probably too much, though.

M: Nothing! I found it in the waste paper basket at the hospital and brought it home. It was free!

W: Oh, what a strange thing you have done, Bernie!

Text 7

M: It's not too late to change your mind, Maggie.

W: I've already decided I'm not going to the movies. I'd rather read my book.

M: You're just unhappy that I won the bet, aren't you? Don't worry. I won't make you pay for everything. I'll buy the drinks.

W: Can we make it another day? I really don't feel like going anywhere right now.

M: Are you sick?

W: No, but I'm very tired from my long bike ride home. I might go to sleep early.

M: Oh, all right. I'll go play basketball with Sam, then.

Text 8

W: Brian, have you heard that Mr. Giddings will be awarded the prize for Best Car Design at the Hyatt Hotel next week?

M: Yes, but I thought either Mr. Zarba or Ms. Miller would win. I feel they are more talented than Mr. Giddings.

W: They are excellent designers, too. The competition must have been fierce. Will the winner receive a lot of money?

M: Maybe, I don't know. By the way, do you know where the Hyatt Hotel is?

W: It's right across from the Bellagio Department Store on Granville Avenue, on the left side of a bank. The hotel just opened a week ago. I've heard they provide excellent food and service. Are you going to attend the ceremony?

M: Right.

W: Then why don't we go together?

M: Good idea.

Text 9

M: Mrs. Whinfield, thank you very much for allowing me to visit your wonderful garden. It

really helps me a lot to write an article on Dorset gardens for our paper. Now I wonder if I could ask you a few questions.

W: Yes, sure.

M: Could you tell me when you became interested in gardening?

W: Well, in 1980 I read Margery Fisher's book *College Garden Flowers*. But I was reading about plants that I didn't know. So I started to read as much as I could and get different writers' advice. I also used to visit Kew Gardens a lot. That was when we lived in Harrow, West London. I learned a lot from my visits. By the way, Dorset is one of England's three most beautiful towns, the other two being Wiltshire and Somerset. You must know that. I am often invited to give talks to biology students in colleges.

M: Yes, certainly. That's why I came here. Do you grow many plants yourself?

W: I don't grow many plants from seeds, but I have several friends, and then we often give each other plants. My garden is a place that reminds me of so many people through the plants they've given me.

Text 10

M: In the past days, Zhu Liwei has taken many photos of people reading books on the subway in Beijing. She says the photos are an answer to her question—Are there still people reading paper books? The question comes up often in the age of smartphones.

The project started one day in February 2018, when Zhu took the first photo with her phone of people reading on the subway. Zhu has been photographing people reading books on the subway ever since. To avoid privacy issues, Zhu's photos always focus on the book, rather than the reader. She takes the photos from behind. She created a book list of subway reading. It now includes 183 novels, 359 non-fiction books for various exams and qualifications. And the list continues to grow.

Some people are inspired by Zhu and suggest that she photograph readers on the subways in other cities—maybe Shanghai, Nanjing or Hangzhou. Zhu likes the idea and says she will try to do 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 |
| 听力 | 1  | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 2  | 1.5 | 推断        | √    |      | √    |      | √    | √    |      |      |      |      | √ |   |
|    | 3  | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 4  | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 5  | 1.5 | 推断        | √    |      | √    |      | √    | √    |      |      |      |      | √ |   |
|    | 6  | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 7  | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 8  | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 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 | 推断        | √    |      | √    |      | √    | √    |      |      |      |      |   | √ |
|    | 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 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 19 | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
|    | 20 | 1.5 | 获取具体信息    | √    |      | √    |      | √    | √    |      |      |      | √    |   |   |
| 阅读 | 21 | 2.5 | 理解具体信息    | √    | √    | √    |      |      | √    | √    |      |      | √    | √ |   |
|    | 22 | 2.5 | 理解具体信息    | √    | √    | √    |      |      | √    | √    |      |      | √    | √ |   |
|    | 23 | 2.5 | 理解主旨要义    | √    |      | √    |      |      | √    | √    |      |      |      | √ |   |
|    | 24 | 2.5 | 推断        | √    |      | √    |      |      | √    | √    |      |      |      | √ |   |
|    | 25 | 2.5 | 理解具体信息    | √    |      | √    |      |      | √    | √    |      |      | √    |   |   |
|    | 26 | 2.5 | 理解具体信息    | √    |      | √    |      |      | √    | √    |      |      | √    |   |   |
|    | 27 | 2.5 | 推断        | √    |      | √    |      |      | √    | √    |      |      |      | √ |   |
|    | 28 | 2.5 | 理解词汇      | √    |      | √    |      |      | √    | √    |      |      | √    |   |   |
|    | 29 | 2.5 | 理解具体信息    | √    |      | √    |      |      | √    | √    | √    |      |      | √ |   |
|    | 30 | 2.5 | 推断        | √    |      | √    |      |      | √    | √    |      |      |      |   | √ |
|    | 31 | 2.5 | 理解具体信息    | √    |      | √    |      |      | √    | √    | √    |      |      | √ |   |
|    | 32 | 2.5 | 理解具体信息    | √    |      | √    |      |      | √    | √    | √    | √    |      | √ |   |
|    | 33 | 2.5 | 理解具体信息    | √    |      | √    | √    |      | √    | √    | √    | √    |      |   | √ |
|    | 34 | 2.5 | 理解文章结构、类型 | √    |      | √    | √    |      | √    | √    | √    | √    |      | √ |   |
|    | 35 | 2.5 | 理解主旨要义    | √    | √    | √    | √    |      | √    | √    | √    | √    |      | √ |   |

| 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 |
| 七选五  | 36 | 2.5 | 理解基本结构及上下衔接关系  | √    |      | √    |      |      | √    | √    | √    | √    |      | √ |   |   |
|      | 37 | 2.5 | 理解基本结构及上下衔接关系  | √    |      | √    |      |      | √    | √    | √    | √    |      |   | √ |   |
|      | 38 | 2.5 | 理解基本结构及上下衔接关系  | √    |      | √    |      |      | √    | √    | √    | √    |      |   |   | √ |
|      | 39 | 2.5 | 理解基本结构及主旨句   | √    |      | √    |      |      | √    | √    | √    | √    |      | √ |   |   |
|      | 40 | 2.5 | 理解基本结构及上下衔接关系  | √    |      | √    |      |      | √    | √    | √    | √    |      |   |   | √ |
| 完形填空 | 41 | 1   | 名词在具体语境中的使用  | √    |      | √    |      |      | √    | √    |      |      |      |   | √ |   |
|      | 42 | 1   | 名词在具体语境中的使用  | √    |      | √    |      |      | √    | √    |      |      |      |   | √ |   |
|      | 43 | 1   | 动词在具体语境中的使用  | √    |      | √    |      |      | √    | √    |      |      | √    |   | √ |   |
|      | 44 | 1   | 连词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   |   | √ |
|      | 45 | 1   | 动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   | 名词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   |   | √ |
|      | 48 | 1   | 动词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   |   | √ |
|      | 49 | 1   | 动词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   | √ |   |
|      | 50 | 1   | 名词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   | √ |   |
|      | 51 | 1   | 形容词在具体语境中的使用   | √    | √    | √    |      |      | √    | √    |      |      | √    |   |   | √ |
|      | 52 | 1   | 形容词在具体语境中的使用   | √    | √    | √    |      |      | √    | √    |      |      | √    |   |   | √ |
|      | 53 | 1   | 动词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    | √ |   |   |
|      | 54 | 1   | 名词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   |   | √ |
|      | 55 | 1   | 副词在具体语境中的使用  | √    | √    | √    |      |      | √    | √    |      |      | √    |   | √ |   |
| 语法填空 | 56 | 1.5 | 在语篇中名词的用法  | √    |      | √    |      |      | √    | √    | √    | √    |      | √ |   |   |
|      | 57 | 1.5 | 在语篇中形容词的用法   | √    |      | √    | √    |      | √    | √    | √    | √    |      |   | √ |   |
|      | 58 | 1.5 | 在语篇中动词时态和语态的用法   | √    |      | √    | √    |      | √    | √    | √    | √    |      |   | √ |   |
|      | 59 | 1.5 | 在语篇中非谓语动词的用法   | √    | √    | √    | √    |      | √    | √    | √    | √    |      |   |   | √ |
|      | 60 | 1.5 | 在语篇中非谓语动词的用法   | √    |      | √    |      |      | √    | √    | √    | √    |      |   | √ |   |
|      | 61 | 1.5 | 在语篇中介词的用法  | √    |      | √    | √    |      | √    | √    | √    | √    |      |   | √ |   |
|      | 62 | 1.5 | 在语篇中动词时态和主谓一致的用法   | √    |      | √    | √    |      | √    | √    | √    | √    |      |   | √ |   |
|      | 63 | 1.5 | 在语篇中非谓语动词的用法   | √    | √    | √    | √    |      | √    | √    | √    | √    |      |   |   | √ |
|      | 64 | 1.5 | 在语篇中连词的用法  | √    |      | √    | √    |      | √    | √    | √    | √    |      |   | √ |   |
|      | 65 | 1.5 | 在语篇中冠词的用法  | √    | √    | √    | √    |      | √    | √    | √    | √    |      | √ |   |   |
| 书面表达 | 66 | 15  | 要求学生有较强的审题能力,还要紧扣主题,能选择恰当的艺术形式表达中华文化的魅力。此外,还要有正确和熟练运用英语语言的能力 | √    | √    | √    | √    |      | √    | √    | √    | √    | √    |   | √ |   |
|      | 67 | 25  | 阅读能力、语篇把握和创新能力   | √    | √    | √    |      | √    | √    | √    | √    | √    | √    |   |   | √ |