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【A 篇大意】本文是一篇应用文。文章主要介绍了三个受欢迎的体育赛事。

21. D 【解析】细节理解题。根据第二段第三、四句“Baseball is one of America’s favorite sports and has many traditions, such as the ‘seventh-inning stretch’. The song ‘Take Me Out to the Ball Game’ is played so that everyone can get up after sitting for a long time.”信息可知,在美国棒球世界联赛中,球迷可以在比赛间隙随着音乐做“七局伸展操”来放松身体。

22. B 【解析】细节理解题。根据第三段第一句“Cricket is from England but has become as Indian as saris and curry.”信息可知,板球运动和莎丽(印度女性用的头巾)以及咖喱菜一样,成为印度的特色。此处的“as Indian as saris and curry”中的“Indian”应理解为“具有印度特色的”。

23. D 【解析】细节理解题。根据第一段最后一句“Here’s a look at some of the hottest tickets in sports.”信息可知,文章介绍三个受欢迎的体育赛事。此处“hot”一词意为“受欢迎的,红极一时的”。

【B 篇大意】本文是一篇记叙文。文章讲述了曾梦想成为一名科学家的唐骋和妻子共同制作原创科普视频,使科普成为架设在公众与学术界之间的桥梁的故事。

24. C 【解析】细节理解题。根据第二段第二句“The pair hoped to get people interested in science by making videos with simple words, clear explanations and a funny style.”信息可知,唐骋夫妇制作的视频文字简洁、解释清晰、风格有趣,他们希望通过这些作品让人们们对科学产生

兴趣。

25. D 【解析】推理判断题。根据第三段内容可知,起初,唐骋夫妇会将英文科学视频译成中文并上传,后来他们决定制作原创视频。对于初学者来说,自制视频相当费神,需要学会如何设计视频形式、写脚本、选择叙事风格并剪辑视频等;并结合第四段第一句“After months of preparation, their first original video was uploaded”信息可推知,准备第一个原创视频的过程相当费神且耗时长。

26. C 【解析】细节理解题。根据第五段第一句“Tang believed that his academic experience was obviously important in helping with science communication.”及第二句中的“thanks to his strict academic training”信息可知,唐骋认为自己的学术经历对科学传播很有帮助。

27. D 【解析】标题归纳题。本文讲述了唐骋意识到公众与学术界之间存在巨大的鸿沟,为激发公众的科学兴趣和热情,他借助自身科学背景的优势,与妻子共同制作原创科普视频,使科学变得简洁、清晰和有趣。他们的科普视频收获了众多的粉丝,这也给他们带来了极大的成就感和满足感。

【C 篇大意】本篇是一篇说明文。文章介绍了人们对那些对我们的生活构成潜在危险的事物有着更好的记忆。因此人们可以适当地通过想象潜在的危险或者事物的负面情况来提高记忆力。

28. B 【解析】细节理解题。根据第一段中的“Many of our memory systems are driven by one single, powerful urge: to survive.”“we can navigate our local environment safely”以及“as a vital part of staying safe”信息可知,人们记忆事物是出于生存考虑,为了确保自身的安全。

29. D 【解析】词义猜测题。根据第三段中的“Some of the items were held by a researcher who was said to have COVID-19.”信息可推知,那些被病人碰过的物品很容易被志愿者记住,因此这些物品“被污染”了。

30. B 【解析】推理判断题。根据第二段中的“Even

imaginary dangers can sharpen our memory skills.”以及第四段中的“*But their minds still prioritized them, locking in the information for later—just in case it could keep them safe.*”信息可推知,志愿者对潜在危险的事物有着更好的记忆。

31. C 【解析】标题归纳题。文章通过研究表明,人们对有潜在危险的事物有着更好的记忆,因此作者建议人们采用一种新的方法,即通过适当想象潜在的危险或者事物的负面情况来提高记忆力。

【D 篇大意】本文是一篇说明文。文章着重讲述了深度造假技术的定义、发展现状和影响及作者对其的态度。

32. D 【解析】细节理解题。根据第二段内容可知,深度造假技术是先通过应用程序对目标的面部特征、说话方式以及肢体语言等的学习,然后在此基础上模仿目标说出一些耸人听闻的话,从而伪造视频,所以 D 项符合文意。

33. A 【解析】细节理解题。根据第四段中的“... almost anyone with a little technical know-how can make them.”信息可知,几乎任何人只需要对技术稍有涉猎,都能用深度造假技术伪造视频、图片,也就是说并非所有人都可以。

34. B 【解析】细节理解题。根据最后一段中的“*So we don't need complicated new technical skill to fool ourselves into believing something we really want to believe.*”信息可知,我们并不需要新的技术来欺骗我们去相信我们真正想要相信的事情。作者认为人们往往会相信他们真正愿意相信的事情。

35. C 【解析】推理判断题。根据最后一段中的“*We've all clicked ... an image claiming to show the crowd at a protest, even though it's a photo of people at an entirely different gathering. And we've all shared a made-up news story ...*”信息可知,作者通过列举我们生活中经常遇到的情况来支持自己的观点。

第二节

36—40 DFBEG

【文章大意】本文是一篇说明文。文章主要介绍了如何进行求职面试。

36. D 【解析】考查上下文衔接。由上文“*thousands of people entering new careers and searching for job placement*”可知,此处内容应与找工作时如何给人留下好印象有关,故选 D 项。

37. F 【解析】考查上下文衔接。由下文“*One is*

to ... Second ...”可知,此处承上启下,引出下文的
两条规则,故选 F 项。

38. B 【解析】考查上下文衔接。由下文“*Be honest ...*”可知,此处强调要诚实,故选 B 项。

39. E 【解析】考查上下文衔接。由上文“*If you are not certain what the job will require of you, ask questions ... Do more listening ...*”可知,此处内容应与倾听有关,故选 A 项。

40. G 【解析】考查上下文衔接。由上文“*Answer sensitive questions briefly and positively.*”和下文“*Many times, however, an interviewer will let alone these sensitive areas if you have a confident, positive attitude.*”可知,此处内容应与回答敏感问题有关,故选 G 项。

第三部分 语言运用

第一节

41—45 BBACD 46—50 DBACC

51—55 ADBCA

【文章大意】本文是一篇记叙文。文章讲述了作者在父亲去世后极度悲痛,然后通过投身于科学研究,慢慢摆脱了悲痛的经历。

41. B 【解析】考查动词。根据上下文语境可知,“我”得知父亲去世的消息,伤心地瘫倒在草地上。故选 B。

42. B 【解析】考查动词。根据上文可知,父亲的去世使“我”吃不下饭。故选 B。

43. A 【解析】考查形容词。父亲去世一月后,“我”觉得回归到了正常的生活,对“我”来说是最好的事情。故选 A。

44. C 【解析】考查名词。根据上下文语境可知,工作可以让“我”摆脱伤心。故选 C。

45. D 【解析】考查名词。“我”无法正常完成工作,在实验室工作一小时就到达了自己的极限。故选 D。

46. D 【解析】考查形容词。根据上下文语境可知,“我”当时正处于伤痛之中,工作效率低下。故选 D。

47. B 【解析】考查名词。根据上文可知,“我”之前是热爱科研工作的。故选 B。

48. A 【解析】考查副词。时间冲淡了一切,“我”慢慢地恢复了。故选 A。

49. C 【解析】考查形容词。“我”找到了之前对科学的热爱。故选 C。

50. C 【解析】考查动词。将所有的成就放在一起。故选 C。

51. A 【解析】考查动词。根据上下文语境可知,

“我”用数据写了论文,提交论文。故选 A。

52. D 【解析】考查名词。根据上下文语境可知,“我”做的是论文的报告展示。故选 D。

53. B 【解析】考查动词。根据上下文语境可知,父亲去世而产生的伤痛依然存在,要处理这种伤痛。故选 B。

54. C 【解析】考查动词短语。根据上下文语境可知,对父亲的思念而产生的伤痛永远不会消失。故选 C。

55. A 【解析】考查形容词。根据上文可知,“我”勇敢地走出因父亲去世而产生的悲痛,继续做科研,对此感到自豪。故选 A。

第二节

【文章大意】本文是一篇说明文。文章介绍了中国故宫博物院的具体情况。

56. to 【解析】考查介词。be home to 是……的家园,此处表示“(它)是明朝和清朝时期 24 位中国皇帝的家”。故填 to。

57. that/which 【解析】考查定语从句。此处表示“为皇帝和他们的嫔妃提供服务的房间”,先行词(rooms)在句中作主语,不可省略。故填 that/which。

58. largest 【解析】考查形容词最高级。此处表示“它还是世界上最大、保存最完好的木制宫殿建筑群”,根据后面的 most well-preserved 可知,应用形容词最高级。故填 largest。

59. decorating 【解析】考查非谓语动词。此处为“with+宾语+宾语补足语”结构,表示“装饰木头的红色的龙和凤凰雕刻随处可见”,且 carvings 与 decorate 之间是逻辑上的主谓关系。故填 decorating。

60. increasingly 【解析】考查副词。本句中应用副词修饰形容词 devoted,此处表示“故宫博物院越来越多地被用作博物馆的空间”。故填 increasingly。

61. paintings 【解析】考查名词单复数。此处表示“展示大型肖像画、家具、宫廷绘画和精美装饰艺术”,应用名词复数形式。故填 paintings。

62. If 【解析】考查连词。此处表示“如果游览故宫博物院的内部还不够”。故填 If。

63. a 【解析】考查冠词。此处表示“欣赏到故宫博物院的独特景色”,泛指一处景色,应用不定冠词,且 unique 的发音以辅音音素开头。故填 a。

64. reserved 【解析】考查非谓语动词。此处修饰前面的 park,此处表示“它曾经是一个供元朝皇帝使用的私人公园”,park 和 reserve 是逻辑上的动宾关系。故填 reserved。

65. was built 【解析】考查动词的时态和语态。此

处表示“后来建造了一座有五个山峰的人工山”,且此处时态要与前面保持一致,应用一般过去时的被动语态。故填 was built。

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 Jack,

Having known you are enthusiastic about *niangao*, I am writing to tell you more information about it. *Niangao* is a popular food eaten during the Chinese New Year, which is traditionally made from sticky rice.

The preparation methods of *niangao* include steam, stir-fry, deep-fry, soup cooks and so on. *Niangao* is usually made from sticky rice flour, salt, water and sugar. It is delicious when steamed, fried, or even eaten cold.

Please come to China at my house when you have time. Looking forward to your coming.

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. 较少使用语句间的连接成分,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 curiosity, Finn actively participated in this guessing game. "Fifty?" guessed Finn. "More," said Miss Bea. "A hundred?" guessed Finn. "Many more," Finn guessed all the way up to nine hundred fifty-seven. Seeing his confused look, Miss Bea laughed, "It's still a big number, ten thousand pieces." Shocked and speechless, Finn kept his mouth wide-open, his jaw dropping. Finn flashed a suspicious look at Miss Bea, but met with a firm nod. "Whoa," said Finn. "My Star-Blaster only has sixty-two. But it's still going to be hard to put it together."

"But your kit will be worth your effort," said Miss Bea. "Piano lessons are like that, too." Miss Bea tapped his shoulder gently, "You use keys and hammers and strings. Your songs can be fast or slow, high or low, soft or loud." After hearing what Miss Bea had said, Finn's face lit up. Hopeful about composing a piece of grand work on his own, Finn gazed at his building fingers. He couldn't wait to build his music. Sometimes, we may not be well-prepared for what is unknown; nevertheless, encouragement, enthusiasm and determination may make all the difference.

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:

W:Lend me a hand, will you?

M: Don't tell me you're trying to fix that refrigerator yourself. We need to call in a repairman.

W:Do you have any idea what they'll charge?

Text 2:

M:I'm really looking forward to the party. It's exciting to meet some new friends. Let's clean the house first.

W:Oh, it's fine. It gives us the chance to get the

house nice and tidy.

Text 3:

W:Bob, my brother will take the 7:30 train in the morning and arrive at 10:30 a. m.

M:OK. We are supposed to start at 10:00 and arrive there ten minutes earlier.

Text 4:

W:If you still can't sleep well, you should go to the hospital. I can give you a ride.

M:I just started a new job. My insurance doesn't cover me until next month.

Text 5:

M:This university is lucky to have a professor as good as Mr. Robert.

W:He is one in a million.

Text 6:

M:What do you think of yesterday's singing competition?

W:To be honest, I'm quite disappointed.

M:Really?

W:Actually, I enjoyed most of the songs, but I just couldn't accept the result.

M:You mean the judges?

W:Well, most listeners including me didn't understand why the judges didn't like Mary. It was such a shock when they announced the winner was Amber.

M:Oh, no wonder Mary's sister Linda was so upset.

W:Exactly, Mary had the most beautiful voice, didn't she?

M:Well, Mary and Amber were indeed quite close. I guess it was hard for the judges.

W:I wish I could agree with you. But I still think Mary was the best.

Text 7:

W:And welcome once again to People Today. Now let's move to Eye on the World program, with Mark Perkins. Mark?

M:Thanks, Ann. Yes, in tonight's Eye on the World, we go to Japan. We did a survey of leisure activities in Japan. Here are the top 10. In the first place is eating out. In the second place comes ... wait for it ... driving. Yes, it appears Japanese people like nothing more than driving around cities and into the countryside. Next, in third place, is travel within Japan.

Fourth is, can you guess, Anna?

W: I have no idea!

M: Karaoke, of course. Lots of people enjoy singing along with their favorite songs. Then comes watching DVDs and videos, followed by listening to music. But just look at what we have here in the seventh place—trips to museums and zoos. Then way down in the eighth place comes going to bars, and after that, gardening. And finally, we have playing the lottery. Who wouldn't want to win lots of money? Back to you, Anna.

W: Thanks, Mark. Now let's go to see ...

Text 8:

M: You have reached the number of the Student Registration Office. If you want to reach the Admissions Office, press "1". For general information, press "2" ... Good morning, Admissions Office. Can I help you?

W: Yes, my name's Terry and I'm interested in finding out whether History 107 is full yet.

M: Do you know the official registration code for that class?

W: It is HIS 107 BC3.

M: Hmm ... it says that the class is full. You could check back in a couple of weeks. Some places will probably open up by that time. There's a waiting list, and that means that you'd have to wait for your turn to come up.

W: I understand. Well, one more question. Is the General Housing Office on the same floor as the Registration Office?

M: Yes, in fact I've got the number, so if you'd like, I can put you through. Please hold and I will put you through.

W: Thanks. That should save me a coin or two.

Text 9:

W: I'd like to move into a college room. Can you tell me a bit about what's available?

M: Certainly. We have two blocks for women students. The first is Ridgeway House. Well, I'm afraid it is closed in the summer, but not the winter vacation.

W: I need somewhere for the whole year.

M: International House may suit you better. It's quite cheap, \$130 a week to share a room or \$150 for a single room. Food is not included in the price.

W: I'd like to have a single room.

M: There are a few singles still available. But you'll have to make up your mind soon, as it is popular. You see, there's an outdoor swimming pool for the warmer months and an all-weather volleyball court.

W: I think I'm probably more interested in having access to a computer.

M: No problem. There's a computer room in the basement.

W: Sounds great. What do I need to do now?

M: Please fill in this application form. The fee is \$25, which you pay now, and a further \$100 deposit when you get the key.

Text 10:

W: And now, in local news, a small, decorated bowl bought at a New Haven yard sale last year has recently been sold at Sotheby's for more than 20,000 times its original price. The bowl was a lucky find by a man, who paid just \$35 for the price. He obviously assumed there was something special about this bowl, because he later emailed photographs to experts at Sotheby's, asking its possible value.

The experts quickly determined that the bowl was from ancient China, dating back to the Ming Dynasty of the early 1400s. Only six bowls of this kind are known to exist in the world, and almost all are in museums in Taipei and London.

They said that it was worth between \$300,000 and \$500,000 as part of Sotheby's Important Chinese Art sale, the bowl went beyond the range and it reached an amazing \$721,800.

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	推断			✓						✓			✓	
	2	1.5	获取具体信息	✓							✓			✓		
	3	1.5	获取具体信息	✓								✓				✓
	4	1.5	推断			✓						✓		✓		
	5	1.5	理解说话人的观点和态度				✓		✓					✓		
	6	1.5	获取具体信息	✓							✓			✓		
	7	1.5	推断			✓						✓			✓	
	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	推断			✓						✓			✓	
	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	理解主旨要义				✓		✓						✓	
	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,并合理推断	✓		✓									✓	
	22	2.5	理解具体信息	✓					✓				✓		✓	
	23	2.5	理解具体信息及语篇归纳			✓			✓					✓		
	24	2.5	理解具体信息	✓		✓			✓	✓			✓	✓		
	25	2.5	推断	✓		✓	✓		✓	✓			✓		✓	
	26	2.5	理解具体信息	✓			✓		✓	✓			✓	✓		
	27	2.5	归纳文章主旨	✓	✓	✓			✓	✓	✓		✓			✓
	28	2.5	理解具体信息	✓					✓		✓				✓	
	29	2.5	理解词汇含义			✓					✓			✓		
	30	2.5	推断	✓		✓			✓		✓					✓
	31	2.5	归纳文章主旨	✓	✓	✓			✓		✓					✓
	32	2.5	理解具体信息,并合理推断	✓	✓	✓			✓		✓				✓	
	33	2.5	理解具体信息,并合理推断	✓		✓					✓	✓			✓	
	34	2.5	理解具体信息	✓		✓			✓		✓	✓				✓
	35	2.5	推断	✓		✓			✓		✓					✓

七选五	36	2.5	理解文章结构、语境	✓		✓			✓	✓					✓	
	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	动词在具体语境中的使用	✓		✓			✓				✓			✓
	43	1	形容词在具体语境中的使用			✓					✓			✓		
	44	1	名词在具体语境中的使用	✓	✓	✓			✓							✓
	45	1	名词在具体语境中的使用	✓		✓			✓							✓
	46	1	形容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	副词在具体语境中的使用	✓	✓	✓			✓					✓		
	49	1	形容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	动词在具体语境中的使用			✓					✓			✓		
	52	1	名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	动词词组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	在语篇中介词的用法	✓			✓		✓	✓					✓	
	57	1.5	在语篇中定语从句的用法	✓		✓										✓
	58	1.5	在语篇中形容词最高级的用法	✓							✓				✓	
	59	1.5	在语篇中非谓语动词的用法	✓	✓			✓								✓
	60	1.5	在语篇中副词的用法	✓					✓						✓	
	61	1.5	在语篇中名词单复数的用法	✓			✓								✓	
	62	1.5	在语篇中连词的用法	✓		✓			✓							✓
	63	1.5	在语篇中冠词的用法		✓										✓	
	64	1.5	在语篇中非谓语动词的用法	✓		✓									✓	
	65	1.5	在语篇中动词的时态和语态的用法	✓											✓	
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	✓		✓			✓	✓	✓	✓			✓	