

## 2024 届高三名校 9 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 BABCC                      6—10 BAACC  
11—15 BACAC                    16—20 AABBA

#### 第二部分 阅读

##### 第一节

21—23 CDD                      24—27 ADCC  
28—31 ABBA                    32—35 CDDB

【A 篇大意】本文是一篇应用文。2023 年短篇小说大赛即将开始,本文就参赛者的年龄与小说的字数要求进行了说明。

21. C 【解析】写作意图题。根据第一段标题 Enter the 2023 Short Story Competition Here 可知,本文是呼吁学生来参加短故事比赛的。第一段介绍阿丽亚参加比赛所取得成绩,其目的是吸引参加比赛者。

22. D 【解析】细节理解题。根据第二段中的“Stories must be between 250 and 750 words for students in Kindergarten to Year 4; and between 500 and 1,000 words for students in Years 5 to 9.”可知,对于 8 岁的参赛者来说,最多 1,000 词。

23. D 【解析】细节理解题。根据最后一段中的“*For the first time, each age category winner will also receive a HarperCollins Children’s Books Mentorship, which will include personalised feedback on their story from the HarperCollins editorial team and the chance to ask them about writing and publishing.*”可知,哈珀柯林斯出版集团编辑团队会就写作和出版与获奖者进行沟通。

【B 篇大意】本文是一篇记叙文。文章讲述了 15 岁的女孩 Chloe Ricketts 加入了美国女子足球联赛,成为最年轻的 NWSL 签约运动员的故事。

24. A 【解析】细节理解题。根据第二段“*During training, Chloe impressed the team’s managers with her ability to compete with the other professional players, which led the team to offer her the contract.*”可知,是 Chloe 的技能

使华盛顿精神足球队与她签约。

25. D 【解析】推理判断题。根据第三段中的“*However, she improved through hard work, extra training, and staying late after practice.*”可知,Chloe 非常勤奋。

26. C 【解析】细节理解题。根据第四段中的“*She also played on a boys team, the 2007 Boys Ann Arbor Tigers, which won the Michigan State Cup that year.*”可知,Chloe 赢得密歇根州杯时供职于 2007 Boys Ann Arbor Tigers。

27. C 【解析】推理判断题。根据第五段中的“*While she is playing with the team, Chloe will continue to go to school online.*”可知,Chloe 在踢足球时,也重视自己的教育。

【C 篇大意】本文是一篇说明文。文章介绍了今年在美国斯蒂尔沃特举行的第二届冰雕比赛以及获奖情况等。

28. A 【解析】推理判断题。根据第三段中的“*There were so many pieces this year that I thought deserved to win it, that I didn’t expect it.*”可知,Kelly Thune 认为今年有太多的作品应该获奖,因而没有预料到会赢。

29. B 【解析】细节理解题。根据第五段中的“*While winning the competition was important, the real prize was overcoming adversity to do so.*”可知,Dusty Thune 认为最重要的是克服困难。

30. B 【解析】推理判断题。根据第六段中的“*The Illinois competition takes place ... the contest draws crowds of 50,000 people.*”可知,比赛能吸引这么多人,说明比赛有竞争力。

31. A 【解析】标题归纳题。通读全文可知,本文介绍了今年在美国斯蒂尔沃特举行的第二届冰雕比赛以及获奖情况等,重点突出获奖作品“*Journey*”及背后的故事,再结合最后一段中的“*Sadly, in just a few weeks, Journey ... longer.*”可知,A 项最能概括文章主旨大意。

【D 篇大意】本文是一篇说明文。文章介绍了亚洲象的栖息地不断减少,这种状况令人担忧。

32. C 【解析】词义猜测题。根据该画线词后的“in which the researchers estimate more than 64% of historic suitable elephant habitat across Asia has been lost”可知,有超过 64% 的适合大象的栖息地已丧失,这种情况是不乐观的,由此可知该词意思与 depressing 最接近。
33. D 【解析】推理判断题。根据第二段内容可知,作者给出这些数据是为了说明大象的栖息地非常糟糕。
34. D 【解析】细节理解题。根据第四段“With the remaining elephant populations not having sufficient habitat, there is increased potential for human-elephant conflict—a problem we see with wildlife across the globe.”可知,可能出现的问题是象与人类之间的冲突。
35. B 【解析】推理判断题。根据最后一段中的“In order for us to build a more just and sustainable society, we have to understand the history of how we got here. This study is one step toward that understanding.”可知,这项研究是朝着这种理解迈出的一步。由此推知,他对目前的研究感到满意。

#### 第二节

36—40 DGFCE

【文章大意】本文是一篇说明文。文章介绍了科学家们使用虎鲨拍摄的视频发现了世界上已知最大的海草地。

36. D 【解析】考查上下文衔接。根据空前一句“Sea grass meadows help clean the ocean’s water, and provide food and shelter for many sea creatures.”可知,这里说明的是海草草地的益处。由此可知,海草草地也有助于应对气候危机。
37. G 【解析】考查上下文衔接。G 项中的 this pollution 指代空前的“the harmful pollution that’s making global warming worse”。
38. F 【解析】考查上下文衔接。根据空前的“Scientists don’t have a ... meadows.”可知,空处解释科学家不知道海草草地大小和数量的原因。
39. C 【解析】考查上下文衔接。根据空前一句“And the ocean is so huge that it’s simply not possible to study it all by diving.”与下一段中的“Between 2016 and 2020, a team of

researchers attached cameras and other trackers to the fins of seven tiger sharks.”可知,一组科学家决定“让”虎鲨来帮助做这项研究。

40. E 【解析】考查上下文衔接。根据空后一句“Tracking signals helped the scientists find the floating cameras and collect the videos the sharks had taken.”可知,相机被设计成在几个小时后脱落并漂浮到水面。

#### 第三部分 语言运用

##### 第一节

41—45 DABCD 46—50 BACCA

51—55 BDDAD

【文章大意】本文是一篇记叙文。文章介绍了超人是如何产生的以及他对几代人产生的影响。

41. D 【解析】考查动词。根据上文“If I could just click my fingers, my homework would be done,”可知,这是很多人想象(imagined)的。
42. A 【解析】考查名词。根据上文“‘If I could just click my fingers, my homework would be done,’ many have 41.”可知,杰瑞·西格尔和乔·舒斯特把他们的想法(ideas)写在纸上。
43. B 【解析】考查形容词。根据下文“The story of Superman has inspired kids for generations.”可知,他们创造了世界上最受欢迎的(popular)超级英雄——超人。
44. C 【解析】考查动词短语。根据下文“a middle-class neighborhood, became friends in high school”可知,这两个孩子一同长大(growing up)。
45. D 【解析】考查动词。根据上文“Joe was the artist”和“using bits of any kind of paper he could find”可知,他一直在画画(drew)。
46. B 【解析】考查副词。根据语境可知,他在报摊上闲逛,阅读杂志,尤其是(especially)《神奇故事》。
47. A 【解析】考查动词。根据上文“He hung out at newsstands reading magazines, 46 *Amazing Stories* and then took up a pencil or pen”可知,他在家重新创作(recreate)。
48. C 【解析】考查名词。根据下文“some more for about two hours and get up again and write that down”可知,杰瑞是个故事作者(storyteller)。

49. C 【解析】考查形容词。根据下文内容可知,他起床把这个写下来,接着回去又思考大约两个小时,然后再起床把它写下来。由此可知,这是发生在夏天的一个不眠(sleepless)之夜。
50. A 【解析】考查动词。见上一题解析。reflect意为“思考”。
51. B 【解析】考查动词。根据下文“and driven their dreams”可知,它平息(calmed)了他们的恐惧。
52. D 【解析】考查副词。根据上下文语境可知,超人的故事平息了他们的恐惧,推动了他们的梦想。最重要的是(importantly),激励了很多人。
53. D 【解析】考查名词。根据下文“help the widow next door with your super power smile”可知,超人激励着我们所有人去寻找我们的能力(powers)。
54. A 【解析】考查动词。根据语境和下文“to save a friend from being bullied”可知,激励(inspired)你去救朋友。
55. D 【解析】考查动词。因为杰瑞和乔创造了超人,激励了几代人,所以要感谢(thank)他们。
- 第二节**
- 【文章大意】本文是一篇记叙文。近日,2020年救助的受伤大熊猫被放归大自然。
56. injured 【解析】考查形容词。此处作定语,修饰名词 wild giant panda,表示“受伤的”,应用形容词 injured。
57. the 【解析】考查冠词。此处特指前面提到的大熊猫,应用定冠词 the。
58. which 【解析】考查连词。此处引导非限制性定语从句,修饰先行词 the panda,且在从句中作主语,应用 which。
59. further 【解析】考查形容词的比较级。根据句意可知,此处表示“进一步的”,应用 further。
60. ability 【解析】考查名词。根据空前的“evaluated her survival”可知,此处作宾语,应用名词 ability。
61. was fitted 【解析】考查动词的时态与语态。此处作谓语,构成短语 be fitted with“配备”,因该动作发生在过去,所以用一般过去时。
62. its 【解析】考查代词。此处作定语,修饰名词 condition,应用形容词性物主代词 its。
63. overcoming 【解析】考查非谓语动词。此处作

- after 的宾语,且后面有宾语 many challenges,应用动名词 overcoming。
64. and 【解析】考查连词。complex environments 与 poor medical conditions 是并列关系,应用并列连词 and。
65. provides 【解析】考查动词的时态。此处作谓语,根据前面的动词 is 可知,此处应用一般现在时,且句子的主语是 it,所以应用 provides。

#### 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 David,

I'm glad to hear that you have a chance to go on an overseas study tour in China. It is really a good opportunity to learn about China through travelling.

First of all, when travelling, you can learn different things that you have never experienced, which can expand your horizons. Besides, travelling with others requires you to deal with others in a group, thus helping develop your cooperative spirit. Additionally, it can help you form independent personality.

In a word, I hope you can join in and benefit from it.

Best wishes!

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:

*After the dinner, I quietly pulled Betty aside, saying, "We would perform a mini-concert for your guests as our contribution to the evening." She replied, "You have no idea how much we would love that!" So, Gerald pulled out his guitar, and we began to sing. We shared songs we had written, filled with a message of hope and joy. We sang favorite songs, and got our new friends to sing along with us. We ended with a prayer of thanks and a roof-splitting version of *How Great Thou Art*.*

*Since that time, Betty and Gary have become our true friends. We've spent many nights in their sweet cabin by the lake and shared countless meals together. We've fallen in love with the sunsets that blaze across the sky. We've joined friends and strangers together in songs. Something special happens when good food is generously shared around an open table. Conversations begin. Laughter starts to flow. Relationships are born. Memories are created. Through the simple act of sharing a meal together, we discover we're connected by our desire to love, and our need for understanding.*

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: I have to take a bus to the City Library. My bike was broken yesterday.

M: I can give you a ride.

W: It's very kind of you.

Text 2

W: Thank you for meeting me at the airport.

M: You are welcome. If you're ready, we'd better start for the hotel.

W: Okay. I really need a good rest after a long flight.

Text 3

W: Hello, Mr. Hammer's office. This is Cindy.

M: Hello, Cindy. This is Mr. Wang from ABC Company. I'd like to talk about the technical cooperation with Mr. Hammer. When is he available this week?

W: Let me check his schedule.

Text 4

W: Ron, your electric kettle looks so smart. It must be very expensive.

M: Guess what? Since I told my wife it cost 20 dollars, she has been complaining. Actually that is just half of what I paid.

Text 5

M: Hi, are you done with this weight machine?

W: Yeah, I am. I was just trying it out. I think I must have done something wrong. My arms are aching already.

M: Maybe I can help. I've been working out here for a few months, so I'm pretty used to these fitness facilities.

Text 6

M: Hey, Jane!

W: Hey, John! I didn't expect to see you in the park. You said you would be back on Monday, didn't you?

M: Yes, I did. But the work was completed ahead of time. So I came back two days earlier.

W: How was your business trip in Leeds? Was your product presentation successful?

M: It was great and the presentation was a big success. Many companies signed contracts with us.

W: It's so cool. You can have a very relaxing weekend now.

Text 7

M: Excuse me, Mrs. West. Do you have a moment?

W: Yes, Kevin. What is it?

M: I hope you don't mind my asking, but would it be possible for me to take a couple of days off on Thursday and Friday?

W: What happened? Is everything OK?

M: Well, I need to do some house painting.

W: I see. But you know, this is a busy month. We'll have to ask Sally or Richard to cover for you.

M: But I am sure I can make up the work when I get back and get everything finished on time. You can count on me.

W: Great. Just remember to fill out the "Leave Request" form.

M: Thanks, Mrs. West.

Text 8

W: Dan, I'd like to have a word with you.

M: Sure, Ms. Martha.

W: I know you've missed some classes recently. I'm getting concerned. I don't want you to fall behind, Dan.

M: I'm sorry, Ms. Martha, but the truth is that I've never been good at history. To be honest, I failed almost all my history tests.

W: That's OK, Dan. Sometimes you need to go back to basics. Once you develop some tricks for memorizing people, places and dates, history is as easy as ABC.

M: Thanks, Ms. Martha. I am planning to read up on some history in my spare time.

W: I'm glad you are taking your studies seriously. If you are interested, you can also sign up for a history club.

M: Thanks for your suggestion, Ms. Martha. I'm hoping I can sail through your class in the near future.

Text 9

M: Annie, thank you for taking time out of your busy schedule to our talk show.

W: It's my pleasure.

M: We all know you have worked in the *National Geographic* for many years and you have travelled more than 150 countries around the world. As the chief photographer, what do you think is the most valuable in your job?

W: I think it's curiosity. I am always eager to learn more and get close to people to know them. And then you can share them with a wider world so that we all get to know each other better.

M: So that's why you still have a great passion for your job after so many years.

W: Yeah. I have the chance to catch unique moments and share my vision with the world. I can document important history and culture and make them alive.

Text 10

M: Hello, everyone. Welcome to our program *People's Life*. In recent years, shared vegetable gardens have been more and more popular in Shanghai's suburban districts of Minhang, Baoshan and Qingpu as more white-collar workers turn to farming to relax and escape the pressures of city life. Among these individuals is Yang Rui, who on weekends drives his family from their home in downtown Shanghai to the All-Happy City. It is a shared low carbon farm, where he has rented a 20-square-meter vegetable garden for 1,600  *yuan* per year. The family tends cabbages, tomatoes and other vegetables they have planted. What's more, the monitoring system covering the entire farmland allows them to view their vegetables and fields remotely through their phones. When asked about why he plants vegetables in the suburbs, Yang Rui says he mainly wants his kids to do some farm work. He adds the kids really benefit a lot from their own labor and that they are expecting to raise some chickens and ducks next year.

## 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	获取具体信息	✓	✓	✓	✓	✓				✓	✓	✓		
	4	1.5	推断	✓	✓	✓	✓	✓				✓	✓			✓
	5	1.5	推断	✓	✓	✓	✓	✓				✓	✓		✓	
	6	1.5	获取具体信息	✓	✓	✓	✓	✓				✓	✓	✓		
	7	1.5	推断	✓	✓	✓	✓	✓				✓	✓		✓	
	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	推断	✓	✓	✓	✓	✓				✓	✓		✓	
	13	1.5	推断	✓	✓	✓	✓	✓				✓	✓		✓	
	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	理解主旨要义	✓	✓	✓	✓	✓				✓	✓			✓
阅读	21	2.5	理解目的	✓					✓	✓				✓		
	22	2.5	理解具体信息	✓	✓	✓			✓	✓			✓	✓		
	23	2.5	理解具体信息	✓	✓	✓			✓	✓	✓			✓		
	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	推断	✓	✓	✓			✓	✓	✓		✓		✓	
	28	2.5	推断	✓					✓	✓				✓		
	29	2.5	理解具体信息	✓		✓			✓	✓				✓		
	30	2.5	推断	✓					✓	✓						✓
	31	2.5	理解主旨要义	✓		✓			✓	✓	✓					✓
	32	2.5	理解词汇	✓		✓			✓	✓	✓				✓	
	33	2.5	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	名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	动词短语在具体语境中的使用	✓		✓			✓			✓		✓
	45	1	动词在具体语境中的使用	✓		✓			✓			✓		✓
	46	1	副词在具体语境中的使用	✓		✓			✓			✓		✓
	47	1	动词在具体语境中的使用	✓		✓			✓			✓		✓
	48	1	名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	副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	动词在具体语境中的使用	✓		✓			✓			✓		✓	
语法填空	56	1.5	在语篇中形容词的用法	✓		✓			✓	✓			✓	
	57	1.5	在语篇中冠词的用法	✓		✓			✓	✓			✓	
	58	1.5	在语篇中定语从句的用法	✓		✓			✓	✓			✓	
	59	1.5	在语篇中形容词比较级的用法	✓		✓			✓	✓			✓	
	60	1.5	在语篇中名词的用法	✓		✓			✓	✓			✓	
	61	1.5	在语篇中动词时态与语态的用法	✓		✓			✓	✓			✓	
	62	1.5	在语篇中代词的用法	✓		✓			✓	✓			✓	
	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	在语篇中动词时态的用法	✓		✓			✓	✓			✓		
写作	66	15	语言的生成和输出能力	✓	✓	✓			✓	✓	✓	✓	✓	✓
	67	25	阅读能力、语篇把控及创新能力	✓	✓	✓			✓	✓	✓	✓	✓	✓



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