

参考答案

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第二部分 阅读

第一节

A

本文是一篇应用文。主要介绍了伦敦的四个休闲活动。

21. B 细节理解题。根据 **Kew Gardens** 部分中“rare plants, Victorian glasshouses”“a treetop walkway”“This world-leading botanic garden”“full of colourful flowers”以及“the wonderful plants”可知,在 Kew Gardens,我们可以欣赏各种各样的植物。
22. B 细节理解题。根据 **Wimbledon** 部分中“Wimbledon is a leafy south-west London suburb”可知,Wimbledon 位于伦敦的一个郊区。
23. C 推理判断题。根据全文内容可推知,这四个场所都为人们提供了休闲活动。

B

本文是一篇记叙文。作者通过讲述奥普拉·温弗瑞的事迹,对她的成就和品质给予了高度的赞扬。

24. A 细节理解题。根据第二段中“Winfrey showed great promise from a young age. At age 17, she became a news anchor (主播) for the local television station”可知,奥普拉·温弗瑞的职业生涯始于新闻主播。
25. B 推理判断题。根据第三段中“in 1984 she moved to Chicago to host the (衰退的) talk show *AM Chicago*. Winfrey's honest and engaging personality quickly turned the program into a success, and in 1985 it was renamed *The Oprah Winfrey Show*.”可推知,奥普拉·温弗瑞的优秀品质使这档节目大获成功。
26. C 段落大意题。根据第四段中“However, Winfrey refused to give up. She continued to work hard, launching her own production company, Harpo Productions, and starting her own cable network, OWN. She also became a philanthropist, donating millions of dollars to charitable causes.”可推知,本段主要讲述了奥普拉·温弗瑞面对困难时从不放弃。
27. D 推理判断题。根据全文内容特别是第一段中“The story of Oprah Winfrey's life is one of overcoming incredible odds and achieving great success.”以及最后一段可推知,本文通过讲述奥普拉·温弗瑞的事迹,对她的成就和品质给予了高度的赞扬。

C

本文是一篇说明文。作者通过描述新闻采访、编辑、出版的各个环节,介绍了报纸的新闻是如何面世的。

28. A 推理判断题。根据第一段中“no one has ever given a standard definition of news”以及“It is human follies (荒唐的事情), mechanical failures and natural disasters that often ‘make the news’.”可推知,本段主要给“新闻”下了定义。
29. D 词义猜测题。根据画线词上文“Reporters are a newspaper's front-line eyes and ears.”以及下文“information from many sources, such as police records or government officials. Occasionally, a reporter will go to jail for a news story.”可推知,画线词与 collect 同义,意为“收集”。



30. A 细节理解题。根据第三段中“Others are called general assignment reporters, which means they are on call for a variety of stories such as accidents, events and human-interest stories.”可知,这类记者通常被派遣去采访某一事件。

31. D 细节理解题。根据最后一段中“Here, copy editors check for spelling and other errors of usage. The copy-desk chief routes finished stories to other editors who fit local stories, headlines and digital photographs onto pages.”可知。

D

本文是一篇说明文。主要介绍了研究人员仿照游隼的飞行特征,发明了空中抓取器。

32. C 推理判断题。根据第二段中“Stanford University researchers, for example, have developed a device called a stereotyped nature-inspired aerial grasper, or SNAG, which can be attached to a drone to give it feet and legs, resembling those of a peregrine falcon(游隼)。”可推知,研究人员是从游隼的身上得到灵感,发明了空中抓取器(SNAG)。

33. B 细节理解题。根据第四段中“They let the feet handle the variability and complexity of the surface itself”可知。

34. C 推理判断题。根据最后一段中“That’s important because the flight time of robotic aircrafts is limited by their battery power.”可推知,无人机的电池电量不会持续太久。

35. A 标题判断题。本文主要介绍了研究人员仿照游隼的飞行特征,发明了空中抓取器。

第二节

本文是一篇说明文。主要介绍了一些晨跑之前的注意事项。

36. C 本文主要介绍了一些晨跑之前的注意事项,因此C项总领下文,符合语境。

37. E 根据本段小标题 Schedule a full night’s sleep 以及上文“you’ll need to schedule when you go to bed and be sure to give yourself enough time to get a solid night’s sleep”可知, E项承接上文,符合语境。

38. A 本句考查的是段落主题句。根据本段内容特别是“get everything ready the night before”可知,本段主要讲述的是晨跑前一天晚上的准备工作,因此A项适合作为段落主题句,总领本段。

39. F 根据本段小标题 Get stretched 以及下文“This doesn’t have to be an extended stretching session. These warm-up stretches don’t have to be complicated. Just stretch out your various leg muscles. Hold each position for at least thirty seconds.”可知,本段主要讲述在跑步前需要伸展身体,因此F项符合语境。

40. G 根据本段小标题 Sip a coffee, 上文“could offer some help for those who really struggle with functioning first thing in the morning”以及下文“getting some caffeine in your system can help you exercise better and for longer than going without”可知,本段主要讲述的是在运动之前喝杯咖啡的好处,因此G项承上启下,符合语境。

第三部分 语言运用

第一节

本文是一篇记叙文。主要讲述了亚马逊雨林空难后,4名儿童凭借他们的知识,靠森林中的野果生存并最终获救的故事。

41. C 根据下文“Sadly, all three 42 on the plane died, including the children’s mother.”以及“in the crashed airplane”可知,飞机坠毁了。

42. B 根据下文“This left the four children 43 in the jungle.”可知,飞机上的大人们都丧身了。

43. A 根据上文“Sadly, all three 42 on the plane died, including the children’s mother.”可知,这些孩子独自待在森林里。



4. D 根据下文“the children used their 46 of the forest fruits and seeds to survive”可知，孩子们熟悉森林里的植物和果实。
45. B 根据下文“When they ran out of flour, the children used their 46 of the forest fruits and seeds to survive.”可知，孩子们先是吃失事的飞机上的面粉。
46. D 根据上文“This tribe lives in the Amazon rainforest, so the children are 44 with some of the plants and fruits that can be found there.”可知，孩子们凭借着自己的知识幸存下来。
47. A 根据下文“it was a time when many rainforest plants were producing fruit”可知，这里指非常幸运的事情。
48. C 根据下文“The people searching”可知，这里指人们开始搜救。
49. B 根据上下文可知，搜寻人员发现了一些迹象，证明还有人活着。
50. D 根据下文“hoping the children would find them”可知，搜救人员空投了一些食物，希望孩子们能够找到这些食物。
51. ~~A~~ 根据上文“they couldn't see the ground”可知，失事地点的森林非常茂密。
52. ~~B~~ 根据上文“The helicopters even played a recorded message from the children's grandmother”可知，播放录音的目的是要说服孩子们不要乱跑。
53. B 根据上下文可知，孩子们找到了，人们自然感到非常宽慰。
54. D 根据下文“has inspired many people”可知，这里指孩子们幸存下来的故事。
55. A 根据全文内容可知，孩子们幸存下来的故事也表明了土著人的知识和技能在困难时期对他们还是非常有帮助的。

第二节

本文是一篇说明文。主要介绍了香港红十字会医院学校的历史及现状。

56. initially 此处应用副词形式修饰动词 provided, 故填 initially。
57. supported 此处应用分词作后置定语, 且 support 与其逻辑主语 institute 之间为被动关系, 故填 supported。
58. fields 根据空前的 three 以及空后的 general specialty, psychiatry (精神病学), and long-term teaching programs 可知, 此处应用名词的复数形式, 故填 fields。
59. to reduce 此处应用动词的不定式形式作目的状语, 故填 to reduce。
60. at be aimed at 为固定搭配, 意为“目的是, 旨在”。
61. adding 此处应用分词作伴随状语, 故填 adding。
62. The 此处指香港红十字会医院学校, 表特指, 故填 The。
63. lasts 此处阐述的是一般情况, 故用一般现在时, 且 last 的逻辑主语为 each session, 谓语句为第三人称单数形式, 故填 lasts。
64. medical 此处应用形容词形式修饰空后的 conditions, 故填 medical。
65. which 分析句子结构可知, 此处考查非限制性定语从句的引导词, 从句缺主语, 先行词为 these experiences, 指物, 故填 which。

第四部分 写作

第一节

One possible version:

In order to enhance the students' health and ~~relieve~~ **relieve** them from great tension of study, our school held a 20-kilometer hiking for the senior ~~three~~ **three** students last Friday.

The students began their hike from ~~our school~~ **our school** at half past seven and made their way to the Western Hill. Although it was a difficult task, none of them gave up. After finishing, some student representatives shared what they had learned from the activity.

This activity was meaningful, which not only built up their health, but also helped them understand persistence means success.

第二节

One possible version:

Soon after the picnic, they went to visit the monkeys. Some monkeys were playing on the tree, jumping here and there and eating fruits from trees. Some were playing in the cage. When everyone was absorbed in watching the monkeys, Tinku secretly took out the biscuits from his pockets. He held the biscuits in front of the monkey cage without letting the teachers know. The monkeys ate a few biscuits calmly, but there was a naughty baby monkey too. The baby monkey came and suddenly held Tinku's hand.

Tinku was scared by the sudden behavior of the baby monkey. He shouted loudly for help. A teacher ran to him quickly and drove the monkey away. Although there was no danger again, Tinku was still frightened. After comforting Tinku, the teachers emphasized again it is forbidden to feed animals without permission. Tinku felt ashamed and sorry for not following the teachers' words. And he promised that he wouldn't repeat the same mistake. The trip to the zoo taught all the children an impressive lesson that they should keep to relevant regulations during their visit.

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