

英语试卷

姓名

准考证号

考场号

座位号

考生须知

1. 本试卷共 10 页，共两部分，共 39 题，满分 60 分，考试时间 90 分钟。
2. 在试卷和草稿纸上准确填写姓名、准考证号、考场号和座位号。
3. 试题答案一律填涂或书写在答题卡上，在试卷上作答无效。
4. 在答题卡上，选择题用 2B 铅笔作答，其他试题用黑色字迹签字笔作答。
5. 考试结束，请将本试卷、答题卡和草稿纸一并交回。

第一部分

本部分共 33 题，共 40 分。在每题列出的四个选项中，选出最符合题目要求的一项。

一、单项填空（每题 0.5 分，共 6 分）

从下面各题所给的 A、B、C、D 四个选项中，选择可以填入空白处的最佳选项。

1. Mary's birthday is coming. We've decided to make a cake for _____.
A. him B. her C. you D. them
2. Space Day of China falls _____ April 24th every year.
A. on B. by C. at D. in
3. — _____ shall we meet for the picnic?
— At the school gate.
A. How B. When C. Why D. Where
4. — Sam, _____ I join you in the community service?
— Of course you can.
A. can B. must C. should D. need
5. The doctors worked for ten hours, _____ nobody took a break.
A. so B. for C. but D. or
6. The teacher is glad to see that Tony is _____ than before.
A. careful B. more careful C. most careful D. the most careful

7. — Peter, what are you doing?
— Oh, I _____ a report about national heroes.
A. will write B. am writing C. wrote D. have written
8. My parents and I _____ trees last Sunday.
A. plant B. will plant C. are planting D. planted
9. — Lily, what do you usually do after school?
— I _____ exercise with my friends.
A. do B. did C. will do D. was doing
10. Mr. Smith _____ Chinese for two years. He's much better at it now.
A. learns B. was learning C. has learned D. will learn
11. Today, many winter Olympic sports _____ even by children.
A. enjoyed B. enjoy C. were enjoyed D. are enjoyed
12. — Could you please tell me _____?
— Next Thursday morning.
A. when we visited the Capital Museum
B. when did we visit the Capital Museum
C. when we will visit the Capital Museum
D. when will we visit the Capital Museum

二、完形填空（每题1分，共8分）

阅读下面的短文，掌握其大意，然后从短文后各题所给的 A、B、C、D 四个选项中，选择最佳选项。

The Picture of Peace

When Mike was seven, he knew his dream was to be a photographer. He kept working on it for years. Recently, he was trying to take a picture of a sunset (日落) to enter the school 13 competition.

"Mom, it has been cloudy these days. I don't think I can get this picture!" Mike complained.

"Why not use one of your photos on the computer?" suggested Mom.

"I can't—the rules say the photos have to be taken with a traditional camera. We hand in a roll of film, it gets developed (冲洗胶卷), and we 14 one photo for the competition."



a roll of film

"Why is a sunset so important?" Mom asked.

"The 15 of the competition is peace," Mike explained, "and I feel most peaceful seeing a sunset."

Zach, his six-year-old brother, came out of the bedroom. "Hey, you want to take a picture of me? Look!" He put both arms over his head.

"Not right now," said Mike, laughing.

That very afternoon, Mike felt excited when he saw clear skies. He carefully lined up his shot (镜头) and waited 16 till the sun reached the ground.

"That's it! Perfect!" he shouted cheerfully.

The next morning, Mike noticed he could take one more picture to complete the roll of film, so he walked into Zach's room. Zach was 17 quietly with a teddy bear under his arm. Mike didn't wake Zach up, and carefully took a picture of him.

A week later, Mike got the photos. The sunset picture was the one he was most 18 to see. There it was! It was as nearly perfect as Mike had expected.

Then, he looked through the other photos. Suddenly, he stopped. His eyebrows (眉毛) rose as he 19 the photo of Zach. He looked back at the photo of the sunset, which seemed less perfect now. He 20 the two choices. Finally, he decided to hand in the photo of Zach for the competition.



- | | | | |
|-----------------|------------|--------------|-------------|
| 13. A. violin | B. tennis | C. photo | D. chess |
| 14. A. choose | B. collect | C. describe | D. design |
| 15. A. prize | B. topic | C. result | D. purpose |
| 16. A. politely | B. bravely | C. hopefully | D. secretly |
| 17. A. playing | B. reading | C. writing | D. sleeping |
| 18. A. afraid | B. eager | C. surprised | D. confused |
| 19. A. studied | B. shared | C. copied | D. fixed |
| 20. A. changed | B. offered | C. accepted | D. weighed |

三、阅读理解 (每题 2 分, 共 26 分)

阅读下列短文, 根据短文内容, 从短文后各题所给的 A、B、C、D 四个选项中, 选择最佳选项。

A

Young Heroes for the Planet

Nowadays, people around the world are working to help our planet. Check out how the four young adults made a difference.

① Saving Pandas

When Jack was 11, he started a group to teach kids about pandas. He also sold toy pandas to raise money to protect pandas in danger. "I hope to encourage more people to care about pandas," Jack says.



Growing Right

Kathy, 14, set up an organization to educate people about growing right plants in right places. She also wrote a book to help people learn what plants are native to (本土的) their area.



Creating Energy

At the age of 12, Linda invented a machine called SuperE. It collects heat from fields to make electricity (电). Linda says her invention creates electricity in a way that is less harmful to the environment.



Cleaning Up

Patrick, 13, joined the Ocean Heroes Camp last year. He started a project and picked up plastic waste around nearby lakes with his friends. The goal of the project was to fight plastic pollution.



21. Who started a group to teach kids about pandas?
A. Jack. B. Kathy. C. Linda. D. Patrick.
22. How old was Linda when she invented SuperE?
A. 11. B. 12. C. 13. D. 14.
23. What was the goal of Patrick's project?
A. To fight plastic pollution.
B. To protect pandas in danger.
C. To learn about native plants.
D. To use heat to make electricity.

B

When I was in the eighth grade, my class was assigned (指派) to be friends with the second-grade kids. I got this little girl named Shelley. The first time I saw her, she was silent and cold. She was small for her age, and she didn't play with the other kids in her class.

I tried all kinds of things to get her to talk to me. I bought her toys, crayons and candies. But try as I might, nothing worked. One time, I gave her a coloring book and said, "Shelley, now you can color in it any time."

Shelley looked at the coloring book and then looked up at me, and finally looked away. By that time, I didn't know how I was going to get through to the little girl, but I knew I wouldn't give up on her.

One Friday, I decided to tell her a story about my childhood. I told her that I felt lonely when I was with my classmates, and how I thought only my teachers liked me. I also told her that every day was a battle (战役) for me and I fought back tears so people wouldn't know how much I was hurting.

She sat there just listening, trying to decide whether I was lying or not. Finally, when my story ended, there were tears in her eyes. And then she did the unthinkable. She said, "Thank you." From then on, Shelley was a different little girl. She started smiling and talking with other kids.

Looking back at this I'm in awe (惊叹), because all I did was to help her realize that she wasn't alone. I didn't ask her to tell her story, because her story is my story.

24. What was Shelley like when the writer first saw her?

- A. Cold. B. Lazy. C. Noisy. D. Slow.

25. In order to get through to Shelley, the writer _____.

- A. wrote her a book B. made her a toy
C. drew her a picture D. told her a story

26. Shelley changed a lot because she realized that _____.

- A. her teachers loved her
B. her classmates were kind
C. the writer understood her
D. she had to study even harder

C

School Gardens Could Help Children Try More Vegetables

It's not always enjoyable for children to eat vegetables. But what if a garden is built in the school? New research suggests that a gardening program in schools can increase children's vegetable intake (摄入量).

How the Study Was Carried Out

The study was carried out in eight schools. Each school was in the gardening program for one school year. Every child in grades 3-5 received a total of eighteen 60-minute lessons across the school year. In the program, each school built a garden, where children learned to grow their own fresh produce, like fruit and vegetables.



The Benefits Children Could Get

The study found that vegetable intake of the children who grew their own produce increased greatly across the year. Related studies show that increased vegetable intake can improve health and cut the risk of chronic diseases (慢性疾病). Not only are there benefits to health, increasing the variety of vegetables children are exposed (接触) to may also make mealtimes much easier. "Children who are often exposed to a variety of vegetables are more likely to try new foods," explains Dr. Kerry Jones. For children, growing their own food is a powerful tool to increase their intake of the food.

28

Any opportunity to expose children to more vegetables is meaningful. "If children are learning about vegetables at school, it's important to encourage this interest," says Jones. Parents can listen to their children about what they have learned and read the handouts they bring home from school. Parents and children can also read books together. Younger children can enjoy reading stories about vegetables with parents who offer useful message. Older children may enjoy searching through cookbooks with parents to find new dinner ideas to cook vegetables in a tasty way. Besides, a small planter box in a sunny part at home can encourage children to understand more about where their food comes from.

Teaching children to grow their own produce is a great way to increase their preference for the produce. If children are taught to enjoy vegetables early in life, they will probably continue eating vegetables in the long term.

27. What did children do in the gardening program?
- A. They did research on new plants.
 - B. They grew fresh produce at school.
 - C. They took home green vegetables.
 - D. They built gardens for their classes.
28. Which of the following would be the best heading for Paragraph 4?
- A. Ideas to Encourage Children to Cook at Home
 - B. Ways to Expose Children to Vegetables at Home
 - C. Reasons Why Parents Should Understand Children
 - D. Suggestions Which Children Could Get from Parents
29. What can we learn from the program?
- A. Parents' support might improve children's reading.
 - B. School programs could develop students' creativity.
 - C. Doing studies can prepare students for future learning.
 - D. Hands-on experience may influence children's preference.

D

Nature and culture are often seen as opposite ideas. What belongs to nature cannot be the result of human activities and, on the other hand, cultural development is achieved against nature. However, this is not the only opinion on the relationship between nature and culture. Studies in the development of humans suggest that culture, whether taken as an effort against nature or a natural effort, is part of the development of the human species (物种).

Several modern writers saw the process of education as a struggle (斗争) against human nature. We are born with wild natures, such as eating and behaving in a disorganized way or acting selfishly. Education uses culture as a way to get us out of our wildest natures; it is thanks to culture that the human species could learn to adapt (适应), progress and raise itself above and beyond other species.

Over the past century and a half, however, studies in the history of human development have shown that the formation of culture is part of the biological adaptation. Consider, for example, hunting (打猎). It seems to be an adaptation, which allowed humans to move into new and different areas, opening up the opportunity to change living habits. At the same time, the development of weapons (武器) is related to that adaptation—from rocks and stones to a set of hunting tools, and from hunting tools to rules relating to the proper use of weapons. Hunting also seems to be responsible for a whole set of bodily abilities, such as balancing on one foot. Just think of how this very simple thing is closely related to dance, a key expression of human culture. It is then clear that biological development and cultural development are closely tied.

The transmission of culture seems to be directly related to what's in our blood. Just as snails carry their shell, so do we bring along our culture. However, culture is also passed on among people of the same times or among people belonging to different populations. We can learn how to make *jiaozi* even if we were born from Russian parents in Paris just as we can learn how to speak English even if none of our family or friends speaks that language.



30. What is Paragraph 2 mainly about?
- A. Culture belongs to human nature.
 - B. Nature teaches humans how to adapt.
 - C. Humans are supposed to be well organized.
 - D. Education pushes the human species to progress.
31. Why does the writer talk about hunting in Paragraph 3?
- A. To suggest some possible ways of changing living habits.
 - B. To stress the importance of tools in humans' struggle for life.
 - C. To show how culture develops as humans adapt to the environment.
 - D. To explain why there is a need to call for the proper use of weapons.
32. The word "transmission" in Paragraph 4 probably means "_____".
- A. system B. spread C. start D. spirit
33. What is the writer's opinion on the nature-culture relationship?
- A. Culture and nature are separate yet balanced.
 - B. Culture depends much on nature to progress.
 - C. Nature and culture are different but connected.
 - D. Nature follows the unwritten rules set by culture.

第二部分

本部分共 6 题，共 20 分。根据题目要求，完成相应任务。

四、阅读表达（每题 2 分，共 10 分）

阅读短文，根据短文内容回答问题。

Screen-Free Days

I remember the first time I suggested screen-free days in our school to some of our student leaders. Jokingly, I said to the group, "What do you think if we go a week without using our laptops or smartphones?"

They laughed, and one of them said, "No way, Mr. White. That would be too much." I could feel their worry, and told them that I was only considering single screen-free days. Even that idea left them feeling upset.

According to a survey we did, most students in our school spend about six hours a day on screens. Many of my students start their day by checking their smartphones. I often see them looking at their phones when getting off the bus or at parent drop-off—they can't use their own "screens" at school. They usually work on computers at school for at least two hours during the day.



It's clear that our students spend a lot of time on screens. We do see the benefits of technology. However, we teachers also want to make sure that students have balanced learning and social experiences away from their screens. That's why we have come up with the idea of screen-free days.

During the course of the year, we have built in several screen-free days that require us to make different plans for our students about how they will communicate with one another and the world around them without "screens". For some teachers, this means bringing back a valuable lesson plan that has been put off for some time because it is "out of date". Others have designed something completely new.

Fun activities, for example, card games and room escape (密室逃脱) games, are organized at school. In these activities, students socialize without smartphones and have face-to-face communication without checking on "likes" they've got online. These fun activities also make it possible for the whole grade to enjoy the company of their friends with no smartphones.

After our first screen-free day, students mentioned that they were surprised they enjoyed it. Finding ways to help our students connect with one another is important. While technology is already part of our world, it shouldn't play such an important role in a learner's life.

34. How many hours do most students in the school spend on screens every day?
35. Why have the teachers come up with the idea of screen-free days?
36. What fun activities can the students have at school?
37. How did the students feel after the first screen-free day?
38. What do you think of the idea of screen-free days? Why do you think so?

五、文段表达 (10 分)

39. 从下面两个题目中任选一题, 根据中文和英文提示, 完成一篇不少于 50 词的文段写作。文中已给出内容不计入总词数。所给提示词语仅供选用。请不要写出你的校名和姓名。



北京是一座蕴含着丰富文化的城市, 这里的建筑、戏曲、美食、服饰、手工艺品等, 都有文化的印记。

假如你是李华，你校英语社团正在开展线上国际交流活动，其公众号计划做关于北京文化的系列推送，现就“Cultural Symbols of Beijing (北京文化标志)”这一话题在校内征集素材。请你用英语给公众号留言，推荐一个你眼中的北京文化标志，对其作简要介绍，并说明推荐理由。

提示词语: show, traditional, love, treasure, important

提示问题: • In your opinion, what is the cultural symbol of Beijing?
Please describe it.
• Why do you think it can be a symbol?

I'm Li Hua, from Class 1, Grade 9.

I hope my idea can be taken. Thanks!

题目②

现实中,大到自然环境和社会环境,小到个人生活和学习,变化无处不在。面对变化,唯有积极适应,才能有所进步和收获。

某英文网站正在开展以“适应变化”为主题的征文活动。假如你是李华,请用英语写一篇征文投稿,谈谈你生活中的一个变化,你是如何应对这个变化的,以及有什么收获。

提示词语: help, enjoy, new, challenge, take action

提示问题: • What is the change that happened in your life?
• How did you deal with it?
• What have you learned from the experience?

There are many changes in a person's life.

2021 年北京市初中学业水平考试
英语试卷答案及评分参考

内部使用
用毕收回

第一部分

一、单项填空（每题 0.5 分，共 6 分）

- | | | | |
|------|-------|-------|-------|
| 1. B | 2. A | 3. D | 4. A |
| 5. C | 6. B | 7. B | 8. D |
| 9. A | 10. C | 11. D | 12. C |

二、完形填空（每题 1 分，共 8 分）

- | | | | |
|-------|-------|-------|-------|
| 13. C | 14. A | 15. B | 16. C |
| 17. D | 18. B | 19. A | 20. D |

三、阅读理解（每题 2 分，共 26 分）

- | | | | | |
|-------|-------|-------|-------|-------|
| 21. A | 22. B | 23. A | 24. A | 25. D |
| 26. C | 27. B | 28. B | 29. D | 30. D |
| 31. C | 32. B | 33. C | | |

第二部分

四、阅读表达（每题 2 分，共 10 分）

34. They spend about six hours on screens every day.
35. Because they want to make sure that students have balanced learning and social experiences away from their screens.
36. They can have fun activities like card games and room escape games.
37. They were surprised they enjoyed it.
38. 略

五、文段表达 (10 分)

39. 参考范文

题目①

I'm Li Hua, from Class 1, Grade 9. I believe that *Jingju* is a cultural symbol of Beijing. *Jingju* tells time-honored stories through singing and movements, showing us what life was like in the past. The performers are in beautiful clothes and with colorful faces.

Jingju is a traditional art form loved by people of all ages. Besides, as a national treasure, it plays an important role in Chinese culture. That's why I think *Jingju* can be a cultural symbol of Beijing.

I hope my idea can be taken. Thanks!

题目②

There are many changes in a person's life. When I entered middle school, I felt lonely. I missed my old friends, but I knew I had to fit in. I offered help to my class, joined in the after-school activities and invited my classmates to my birthday party. Gradually, I made some friends and enjoyed the company of my new classmates.

From this experience, I get to know change brings challenges as well as opportunities. When change comes, we should face it and take action.

文段表达评分标准:

第一档: (9-10 分)

完全符合题目要求, 观点正确, 要点齐全, 句式多样, 词汇丰富, 语言准确, 语意连贯, 表达清楚, 具有逻辑性。

第二档: (6-8 分)

基本符合题目要求, 观点正确, 要点齐全, 语法结构和词汇基本满足文章需要, 语言基本通顺, 语意基本连贯, 表达基本清楚, 虽然有少量语言错误, 但不影响整体理解。

第三档: (3-5 分)

部分内容符合题目要求, 要点不齐全, 语法结构和词汇错误较多, 语言不通顺, 表达不够清楚, 影响整体理解。

第四档: (0-2 分)

与题目有关内容不多, 只是简单拼凑词语, 所写内容难以理解。

关于我们

北京高考在线创办于 2014 年，隶属于北京太星网络科技有限公司，是北京地区极具影响力的中学升学服务平台。主营业务涵盖：北京新高考、高中生涯规划、志愿填报、强基计划、综合评价招生和学科竞赛等。

北京高考在线旗下拥有网站门户、微信公众平台等全媒体矩阵生态平台。平台活跃用户 40W+，网站年度流量数千万量级。用户群体立足于北京，辐射全国 31 省市。

北京高考在线平台一直秉承“精益求精、专业严谨”的建设理念，不断探索“K12 教育+互联网+大数据”的运营模式，尝试基于大数据理论为广大中学和家长提供新鲜的高考资讯、专业的高考政策解读、科学的升学规划等，为广大高校、中学和教科研单位提供“衔接和桥梁纽带”作用。

平台自创办以来，为众多重点大学发现和推荐优秀生源，和北京近百所中学达成合作关系，累计举办线上线下升学公益讲座数百场，帮助数十万考生顺利通过考入理想大学，在家长、考生、中学和社会各界具有广泛的口碑影响力

未来，北京高考在线平台将立足于北京新高考改革，基于对北京高考政策研究及北京高校资源优势，更好的服务全国高中家长和学生。



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北京高考资讯