

阶段练习试题

初三英语

2024.10

班级：_____ 姓名：_____ 学号：_____ 考场号：_____ 座位号：_____

(满分 100 分，时间 40 分钟)

一、单选题：本大题共 20 小题，每小题 2 分，共 40 分。

1. Mr. Hill has two sons. He often plays football with ___ on Sundays.

- A. him B. them C. you D. her

2. — When did you get to Shanghai?

— ___ the morning of June 1st.

- A. In B. On C. At D. For

3. The teacher is glad to see that Tony is _____ than before.

- A. careful B. the most careful
C. most careful D. more careful

4. Could you please turn down the TV? Your father _____ on his article.

- A. was working B. worked C. is working D. works

5. It is said that the number of forest parks in Guangdong _____ to more than 1,000 so far.

- A. increase B. increased C. has increased D. will increase

6. It's a serious problem. We can't decide _____ Mr. Black comes back.

- A. since B. so C. until D. while

7. She will have a holiday as soon as she _____ the work next week.

- A. finishes B. doesn't finish C. will finish D. won't finish

8. I am writing to you _____ I'm afraid to talk about it face to face.

- A. because B. though C. until D. but

9. —Where is Anna? —She _____ to the teacher's office just now.

- A. goes B. went C. will go D. is going

10. Don't forget _____ the windows when you leave the room.

- A. to close B. closing C. close D. closed

11. —China is over 5,000 years old. It's one of ___ countries in the world.

—Yes, it has a much ___ history than the US.

- A. older; longer B. the oldest; longer
C. older; the longest D. the oldest; the longest





12. —Oh! What's wrong with your finger?

—I hurt it while I _____ a model plane.

- A. was making B. made C. am making D. make

13. Mary ____ to school on foot every morning.

- A. go B. goes C. went D. will go

14.— Sam, let's go to the cinema. There is a new movie called *Avatar: The Way Of Water*.

— Not now. I _____ my brother David with his English.

- A. help B. helped C. am helping D. was helping

15. Life is like climbing a mountain. _____ you feel tired, you will enjoy the beautiful view at the top of the mountain.

- A. Since B. Unless C. Though D. Because

16.—There ____ a lot of traffic on the city roads. It's hard to drive.

—Look out! Don't drive too fast. You can never be too careful.

- A. are B. has C. have D. is

17. In the past 70 years, China _____ historic changes and made great achievements.

- A. experienced B. has experienced
C. experiences D. would experience

18. You'd better _____ out this time. It's too hot.

- A. not to go B. not go C. don't go D. not going

19.—What is your plan for the coming weekend?

—We _____ the panda called Hua Hua.

- A. are going to visit B. visit
C. is going to visit D. visited

20.—Tony, could you tell me _____ so many words last term?

—By reading English as much as possible.

- A. how will you remember B. how did you remember
C. how you remembered D. how you will remember

二、完形填空：本大题共 10 小题，每小题 2 分，共 20 分。

On Monday morning, a teacher named Celine cheerfully asked her students what their weekends were like. A boy said that he had spent a (21) weekend—he had his teeth (22) out and they still hurt. "Why do you always seem to be so happy?" he asked.

Hearing the question, Celine answered with a smile, "Every morning, you have a (23) about



how you will treat your whole day. I choose to be cheerful."

"And today is my (24) day." she added.

" (25) ?" the whole class were curious.

"This morning, I (26) a public e - bike and rode to school as usual. Suddenly, the e - bike didn't work, so I had to go another kilometer down the road."

"The e-bike is broken and it's your lucky day?" The students were (27).

"What do you mean, Celine?" one girl asked.

"It broke (28) a quarter before class, so I left it a proper place and walked across the road. You know, it's spring now. The beautiful flowers, green trees and sweet bird songs were greeting chance to enjoy them. It (29) me ten minutes to arrive and I was still able to teach my class on time."

The students' eyes opened wide, and then they smiled. Celine smiled back. In some way, her story touched them. She was happy and satisfied that they had a perfect chance to (30) luck in a new way.

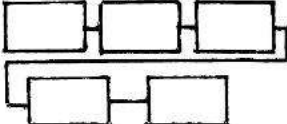
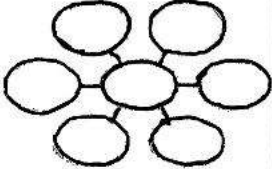
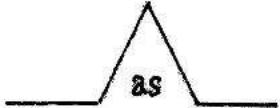
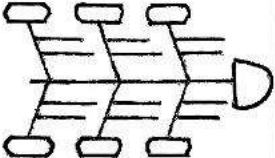
- | | | | |
|-----------------|---------------|-------------|---------------|
| 21.A. busy | B. satisfying | C. terrible | D. meaningful |
| 22.A. pulled | B. pushed | C. washed | D. cleaned |
| 23.A. dream | B. look | C. choice | D. decision |
| 24.A. sad | B. lucky | C. amazing | D. unlucky |
| 25.A. Who | B. Why | C. When | D. How |
| 26.A. made | B. bought | C. lent | D. unlocked |
| 27.A. surprised | B. bored | C. patient | D. nervous |
| 28.A. through | B. down | C. up | D. out |
| 29.A. paid | B. spent | C. cost | D. took |
| 30.A. think | B. feel | C. consider | D. wish |

· 三、阅读理解：本大题共 10 小题，每小题 3 分，共 30 分。

A

Sharing Mind Maps with Classmates

There are different kinds of mind maps. You can choose from them to complete the tasks clearly.

<p>(31) _____ Tom needs to make a report on how to make delicious banana milk shake. He wants to show different steps clearly with a mind map.</p>	<p>A.Flow Map</p>  <p>A flow map can help us to improve our skills. It shows the steps or events from the very beginning to end. The number of steps can be different for each task. Flow Map can be used to make up a story, show events in order, tell steps in solving problems or making things.</p>
<p>(32) _____ Alice would like to compare Labor Education with Physical Education. She wants to find the relationship between them by using a mind map.</p>	<p>B.Bubble Map</p>  <p>This kind of map can help us to explain an idea as short as possible. It can be the knowledge about different forms of words. It can also give more information and make the results easy to understand. It can be helpful when we want to make a good word list, map our thoughts and plan activities.</p>
<p>(33) _____ David works in a community service center. He wants to use a mind map to make a list of activities to help volunteers get more information.</p>	<p>C.Bridge Map</p>  <p>This type of maps is useful in comparing between ideas or topics. It is also helpful in showing the relationship in and between them. If we have many ideas, we can use this kind of map to put them into different groups. A lot of people studying history and science are likely to use these maps.</p>
	<p>D.Fish bone Map</p>  <p>The shape of the maps looks like a fish bone, so it is called the fish bone map. In the map, the head of the fish shows the problem, and each bone of the fish shows the possible causes of the problem. In this way, it can help us have a better picture to find out the cause and result of a problem.</p>



B

On the final day of the summer camp, Ada and Lydia stood below The Bear Crawl, the camp's highest, hardest rope course. Lydia volunteered to go first. Hands before feet, Lydia began her crawl (爬) across the rope ladder.

"Go, Lydia, go! You're a champion. You've got this!" Ada cheered from below. When Lydia made it all the way across, completing the challenge, Ada felt relieved for her friend but also nervous: it was her turn now.

Ada reached her arms out to the first rung on the rope ladder. Her arms felt shaky as she felt the ladder sway (摇摆) a little under her weight. She carefully walked her hands forward to the next rung. About halfway across the Bear Crawl, Ada was starting to feel a little more confident. With every rung, she was getting closer to the opposite platform. She could do this!

Ada reached out for the next rung, just as a strong wind made the rope ladder sway. Ada's hand did not grasp the wood rung. Instead, her hand hit only air and continued downward, followed by her arm, her shoulder and the rest of her body!

Almost immediately, the harness (保护带) caught her. As Ada was lowered to the ground slowly, she could see all the other kids staring up at her. Ada's face burned from embarrassment. When she finally reached the ground, she looked at her shoes and the ground.

"Can I try again?" Ada whispered, holding back tears.

The coach looked at her watch. "I'm sorry, Ada. We don't have time."

On the bus home, Ada rested her head against the window. Beside her, Lydia sat silent and thoughtful. "Hey, Ada?" Lydia said. "I couldn't have made it across the ladder without you. I got so terrified in the middle, but then you shouted my name and I kept going."

"You got scared?" Ada asked.

Lydia nodded, her eyes widening. "Super scared. I'm surprised I didn't throw up on everybody below." Ada smiled a little. "You were just unlucky that such a big wind came up," continued Lydia.

Right that moment, she knew her friend was trying to cheer her up. Suddenly falling off the ladder did not seem so important anymore.

34. When a big wind came up, Ada _____.

- A. fell off the rope ladder
- B. felt embarrassed
- C. kept crawling confidently
- D. cried out for help





-35.How did Lydia cheer Ada up?

- A. By listening to Ada carefully. B. By sharing her own feelings.
C. By encouraging Ada to try again. D. By showing Ada how to climb.

36.Ada finally realized she didn't need to care too much about _____.

- A. effort B. success C. courage D. friendship

C

It's certainly good to be nice. Whether it's helping a friend with homework, watching their favorite shows even if they're not your thing or giving up a little time and energy to do something for a friend is a praiseworthy decision. Or, one might be the bigger person and agree to **take the short end of the stick** in an argument, all to satisfy others and avoid further problems. Still, we need to control our niceness: niceness is variable, but it's definitely not without downsides.

To be clear, I'm not advocating (倡导) for selfishness. In fact, I'd encourage everyone to do small favors for the people they care about. Helping others makes us happy. It also gives us a greater sense of purpose and belonging, as we feel more connected to those we do favors for. The same goes for sacrificing (牺牲) a little on our part to end a disagreement, which might feel uncomfortable in the short term, but is in the end for the greater good.

Yet, we need to be careful about where our niceness comes from. When our desire (渴望) to help others comes from a need to be seen as a good or friendly person, our motivations (动机) become increasingly dangerous. For example, we might want others to relate to us, so we say that we like their favorite songs when we don't. Being agreeable all the time makes us become a product of the people around us instead of having our own special personality.

Additionally, avoiding unreasonable agreeability is even more important. We can't help offering to do too many favors because our desire to be seen as selfless and kind outweighs our worries for our own well-being. If you always support others emotionally, or help them with their studies, that habit might become part of how you view yourself. In other words, you see yourself as someone willing to lend a hand to others when they are in need.

Agreeability crosses the experiences of all kinds of people, and it can be especially true within communities where selflessness is important. From my experience at Harvey Mudd College, students are known for caring for others---offering to help their classmates with their studies. This common view of people's willingness to help can put stress on Mudders to sacrifice their energy, even if they don't have the skills to do so. Instead, they should remind themselves of their responsibilities, and then decide if they have the ability to lend a hand.

Finally, making kindness a habit is an honorable goal. But as with all things, moderation (适度) is key, and sometimes, sacrificing a little too much can cause more harm than good.

37. What does the underlined part "take the short end of the stick" in Paragraph 1 probably mean?

- A. Say sorry first.
- B. Hit the other person.
- C. Suffer bad results.
- D. Make up for mistakes.

38. Unreasonable agreeability may stop us from _____.

- A. viewing ourselves properly
- B. having a sense of belonging
- C. developing social relationships
- D. caring about our own happiness

39. Why is "Harvey Mudd College" mentioned in the passage?

- A. To spread the spirit of selflessness within communities.
- B. To show an effect of widespread niceness in communities.
- C. To criticize the students who sacrifice too much for others.
- D. To explain responsibilities people should take within communities.

40. The writer probably agrees that _____

- A. being nice can make people easily understood by others
- B. being selfless helps people improve their social skills
- C. people should think twice before saying "yes"
- D. people who help others are more popular



四、阅读表达：本大题共 4 小题，40-42 每小题 2 分，43 题 4 分，共 10 分。

Digital Citizenship Week

Every third week in October, schools around the world celebrate Digital Citizenship Week(数字公民周), which focuses on the healthy and responsible use of online technology. This was originally created by Common Sense Education. It is the time for students to know about their digital footprints(足迹) and why they matter so that they can develop good digital citizenship.

During the Week, the teachers always stress the importance of digital citizenship. It involves online safety, speaking up against cyberbullying(网络霸凌), protecting personal information, respecting copyright law and more. Good digital citizenship helps students understand the importance of balancing technology use with other non-digital activities. It also encourages students to connect with one another and create long-lasting relationships online. The key idea behind good digital citizenship is to treat other people, places, and things with respect.

However, students might not understand what information is not safe to share on social media,

how to properly check sources, and the possible results of having online communications. Helping students understand digital citizenship helps them to manage Internet risks and succeed in the digital world. Teachers need to think about how digital citizenship is taught and learned in the school. There are some useful resources and models on the Internet that can help teachers develop a digital citizenship framework and program.

One of the important things of digital citizenship that students need to understand is their digital footprints. Every person who uses the Internet has a digital footprint. Because digital footprints can't be erased, students' digital footprints have the possibility to influence their whole life. Students' digital footprints can also leave them easy to get social engineering attacks or cyberbullying.

Since digital footprints may influence students' online safety, some suggestions are necessary for them. For example, they need to clear cookies(网络浏览数据) from time to time. They should also be careful about what they share with online service providers, and who they share their information with. The most important thing is that they should be responsible for what they post on social media.

41. When do the schools around the world celebrate Digital Citizenship Week?
42. What's the key idea behind good digital citizenship?
43. Why do digital footprints have the possibility to influence one's whole life?
44. Do you think it's necessary to celebrate Digital Citizenship Week? Why or why not? Give two reasons.

