

北京市第八十中学 2019~2020 学年度第一学期期中统练  
九年 级 英 语

2019 年 11 月

一、 单项填空 (共 6 分, 每小题 0.5 分)

- ( ) 1. The handsome boy is from Class 2. \_\_\_\_\_ name is John.  
A. Her            B. His            C. Your            D. Their
- ( ) 2. We drove 5 hours and finally got to the city \_\_\_\_\_ Sunday morning.  
A. on            B. at            C. of            D. in
- ( ) 3. We did not enjoy the day \_\_\_\_\_ the weather was too bad.  
A. or            B. because        C. but            D. so
- ( ) 4. — Mum, must I wash the dishes right now?  
— No, you \_\_\_\_\_.  
A. shouldn't      B. wouldn't      C. mustn't        D. needn't
- ( ) 5. After a lot of hard practice he was able to jump much \_\_\_\_\_ than before.  
A. high            B. higher        C. highest        D. the highest
- ( ) 6. I \_\_\_\_\_ my homework on the computer when the power went out.  
A. was doing      B. will do        C. do            D. did
- ( ) 7. Jane is very friendly. Sometimes she \_\_\_\_\_ her neighbours to parties at the weekend.  
A. invite            B. invites        C. invited        D. will invite
- ( ) 8. — Do you know each other?  
— Of course. We \_\_\_\_\_ friends for almost three years!  
A. are            B. were            C. will be        D. have been
- ( ) 9. I will give the book to him if he \_\_\_\_\_ here next Sunday.  
A. comes            B. came            C. will come      D. has come
- ( ) 10. I \_\_\_\_\_ you as soon as he gets home.  
A. call            B. am calling     C. will call        D. have called
- ( ) 11. Many roads \_\_\_\_\_ for the coming Winter Olympics in 2022.  
A. build            B. will build      C. are built        D. will be built
- ( ) 12. — What did Mr. Lee say just now?  
— He asked \_\_\_\_\_ last week.  
A. where did we have a picnic            B. where we had a picnic  
C. where will we have a picnic            D. where we will have a picnic



长按识别上方二维码 关注北京中考

二、完形填空 (共 8 分, 每小题 1 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。

Jayce began noticing when he started his schooling that he looked different from his classmates. They had two arms. He had one.

It started when one boy laughed at him, said his mother, Lewis. He'd return to his home with questions: "Why am I 13? Why me? His mother still remembered he was actually sad and angry with that.

Lewis said she didn't know what to do at that point. A few weeks later, Lewis turned on the TV to a news story about an eighth grader, Trashaun, becoming popular after sharing videos of his slam dunks (灌篮) on the Internet, and, like Jayce, he 14 most of his left arm. Lewis called Jayce in. To her surprise, Jayce immediately got interested in the videos. At the time, it seemed that watching Trashaun was 15 an encouraging moment for Jayce—he saw a role model with a similar 16. If it had stayed just that, Lewis would have been happy enough. But little did she know that a family friend had already reached out to the newspaper to help set up a meeting with Trashaun to build Jayce's confidence.

The boys met and at once got on well with each other as both of them were in the same condition. They rode bikes, took photos, and shot basketball on the court. Instead of spending the whole day feeling 17 for themselves, they had a lot of fun. Sometimes, they talked about the problem ---- the lost left arm. Trashaun told Jayce not to let anyone discourage him and not to let those words shake his 18.

Since that meeting, Lewis has seen a noticeable change in her son. As for Trashaun, his relationship with Jayce made him expect to help more kids. "Honestly, it 19 a lot to know that I changed Jayce's life," Trashaun says. Still, he never dreamed that his 20 would make such a great difference in others' life. "I just thought my friends would see them, and be like, 'Oh, he dunked it!'"

He certainly did.

- |                       |                 |              |              |
|-----------------------|-----------------|--------------|--------------|
| ( ) 13. A. lonely     | B. silly        | C. different | D. ordinary  |
| ( ) 14. A. lost       | B. hurt         | C. used      | D. recovered |
| ( ) 15. A. hardly     | B. simply       | C. still     | D. never     |
| ( ) 16. A. answer     | B. family       | C. education | D. problem   |
| ( ) 17. A. happy      | B. helpful      | C. sorry     | D. fearful   |
| ( ) 18. A. confidence | B. patience     | C. sadness   | D. honesty   |
| ( ) 19. A. cares      | B. means        | C. saves     | D. takes     |
| ( ) 20. A. attitudes  | B. disabilities | C. words     | D. videos    |





B

Fat and shy, Ben Saunders was the last kid in his class picked for any sports team. "Football, tennis, cricket — anything with a round ball, I was useless," he says now with a laugh. But back then he was the one always made fun of in school gym classes in Devonshire, England.

It was a mountain bike he received for his 15th birthday that changed him. At first he went biking alone in a nearby forest. Then he began to ride the bike along with a runner friend. Gradually, Saunders set up his mind on building up his body, increasing his speed and strength. At the age of 18, he ran his first marathon. 速度.

The following year he met John Ridgway and started to work as a teacher at Ridgway's school of adventure in Scotland, where he learnt about Ridgway's cold-water exploits. Greatly interested, Saunders read all he could about North Pole explorers and adventures; he decided that this would be his future.

In 2001, after becoming a skillful skier, Saunders started his first long-distance expedition (探险) towards the North Pole. It took unbelievable energy. He suffered frostbite, ran into a polar bear and pushed his body to the limit, pulling his sled up and over the rocky mountains.

Saunders has become the youngest person to ski alone to the North Pole, and he's skied more of the North Pole by himself than any other British man. His old playmates would not believe the change.

24. According to Paragraph 2, what changed Saunders?

- A. A friend's words.
- B. A mountain bike.
- C. His 18th birthday gift.
- D. His first marathon.

25. What did Saunders do in 2001?

- A. He decided to build up his body.
- B. He met John Ridgway in Scotland.
- C. He worked as a teacher at school.
- D. He took an adventure to the North Pole.

26. What does the story mainly tell us about Saunders?

- A. He is a success in sports.
- B. He is Ridgway's best student.
- C. He is a good teacher at school.
- D. He is the youngest British skier.



## C

Pablo Picasso is one of the most important people of 20th century when art and art movements happened. Before the age of 50, the Spanish born artist had become the most well-known name in modern art, with the most special style and eye for artistic creation. There had been no other artists like Picasso, who had such an effect on the art world, or had a large following of fans as he did.

Pablo Picasso was born in Spain in 1881, and was raised there before going on to spend most of his adult life working as an artist in France. During the whole life, he created more than 20,000 paintings, drawings, sculptures (雕塑) and other artistic works. He is universally famous as one of the most influential artists of the 20th century.

Picasso was born in Malaga, Spain. His father Ruiz was a painter and a professor of art, and felt surprised by his son's drawing from an early age. His mother stated at one time that his first words were to ask for a pencil. At the age of seven, Picasso began receiving formal training from his father. Because of his traditional professional training, Ruiz believed training made up copying of masterworks and drawing the human form from live models.

In 1891 at ten years old, the family moved to La Coruna where School of Fine Arts paid Ruiz to be a professor. They spent four years there where Ruiz felt his son surpassed him as an artist at the age of 13 and decided to give up painting.

When Picasso died at age 91 in April 1973, he had become one of the most famous and successful artists in history. The most special is that he was able to draw modern creation on the one hand but on the other of continuing traditional lines. He is also the most fruitful genius (天才) in the history of art. His art went over a 78-year period, in which he created: 13,500 paintings, 100,000 prints and many other famous works.

Just like William Shakespeare on literature (文学), Picasso's effect on art is large. No one has achieved the same degree of widespread fame (名望) or showed such unbelievable skillfulness as Pablo Picasso has in the art history. Picasso's free spirit, his strange style made him a cause for artists to follow.

27. The third paragraph is mainly about \_\_\_\_\_.
- A. Picasso's fame
  - B. Picasso's childhood
  - C. Picasso's work and arts
  - D. Picasso's general introduction
28. The word "surpassed" in Paragraph 4 probably means "\_\_\_\_\_".
- A. went beyond
  - B. kept differences with
  - C. competed against
  - D. disrespected
29. Why did some artists want to follow Picasso?
- A. Because he made a great effect on the art world.
  - B. Because he had his own free spirit and strange style.
  - C. Because his father was a painter and a professor of art.
  - D. Because he was the most fruitful genius in the history of art.
30. What can we learn from the passage?
- A. Before 50 Picasso had become the most well-known artist in ancient art.
  - B. Picasso could draw a creation on one hand and make a sculpture on the other.
  - C. Some artists practiced painting hard and achieved the same fame as Picasso has.
  - D. Picasso was born in an artistic family and learned drawing from his father firstly.

北京中考在线  
微信号: BJ\_zkao

北京中考在线  
微信号: BJ\_zkao

D

The view you hold for yourself greatly affects the way you lead your life. It can decide whether you become the person you want to be and whether you achieve the things you value. How does this happen? How can a simple belief have the power to change your psychology (心理) and, as a result, your life?

Believing that your qualities are carved (刻) in stone—the fixed mindset—creates a great need to prove yourself over and over. Some of us are trained in this mindset from an early age. Even as a child, I was focused on being smart, but the fixed mindset was really



stamped in by Mrs. Wilson, my sixth-grade teacher. She believed that people's IQ scores told the whole story of who they were. We were seated around the room in IQ order, and only the highest-IQ students could be trusted to collect homework, or take a note to the principal. She was creating a mindset in which everyone in the class had one important goal—look smart, don't look stupid.

3 I've seen so many people with this one important goal of proving themselves—in the classroom, in their careers, and in their relationships. Every situation calls for a confirmation of their IQ, personality, or character. Every situation is evaluated(评价): Will I succeed or fail? Will I look smart or stupid? Will I feel like a winner or a loser?

4 But doesn't our society value IQ, personality, and character? Isn't it normal to want these qualities? Yes, but...

5 There's another mindset, the growth mindset, which is based on the belief that your basic qualities are things you can develop through your efforts. Although people may differ in every which way—in their inborn talents, interests, or characters—everyone can change and grow through efforts and experience. Did you know that Darwin and Tolstoy were considered ordinary children? That the photographer Cindy Sherman, who has been on almost every list of the most important artists of the twentieth century, failed her first photography course? That Geraldine Page, one of our greatest actresses, was advised to give it up for lack of talent?

6 You can see how the belief that valuable qualities can be developed creates a passion(热情) for learning. Why waste time proving how great you are, when you could be getting better? Why hide weaknesses instead of overcoming them? And why seek out the tried and true, instead of experiences that will better you? The passion for improving yourself and sticking to it, even when it's not going well, is the feature(特征) of the growth mindset. This is the mindset that allows people to achieve success during some of the most challenging times in their lives.

31. According to Paragraph 5, the example of Darwin and Tolstoy shows that \_\_\_\_\_.

- A. success has nothing to do with natural gifts  
B. it's difficult to predict one's future success  
C. achievements can be made through hard work  
D. the valuable qualities can encourage people to learn
32. The author strongly believes that we should \_\_\_\_\_.  
A. carry out an honest evaluation of our qualities  
B. see success as the only way to prove IQ or talent  
C. focus on self-development rather than self-proving  
D. believe good things will happen during difficult times
33. The main purpose of the passage is to \_\_\_\_\_.  
A. lead people to take the right mindset  
B. advise people to evaluate their mindset  
C. get people to know the influence of mindset  
D. explain the differences between two mindsets

四、阅读表达 (共 10 分, 每小题 2 分)

阅读短文, 根据短文内容回答问题。

1 American and British people both speak English of course. But sometimes there are some important differences between British English and American English.

2 First of all, they sound very different. Often, Americans don't say each word separately. They say words together. Americans may say "I dunno" instead of "I don't know". Or they may say "Whaddya say?" instead of "What did you say?" However, the British are more careful. They usually say all the words and keep them separate.

3 Sound is not only the difference. Words sometimes have different meanings too. For example, the vocabulary for cars and driving is very different. Americans drive trucks, but in England people drive lorries.

4 Many expressions are also different in the two countries. In England, if you are going to telephone your friends, you "phone them up". In America, you "give them a call". When you are saying goodbye in England you might say "Cheerio!" In America



you might say "See you later."

5 There're also some differences in grammar. For example, Americans usually use the helping verb "do" when they ask a question. They say "Do you have a storybook?" But the British often leave out the helping verb. They say "Have you a storybook?"

6 Most languages are like this. Languages change over time. When people live in separate places, the languages change in different ways. This is what has happened to English. It can also happen to other languages, such as French. Many people in Canada speak French but their French is very different from the French of France.

34. Where do people say words separately, in America or in Britain?

\_\_\_\_\_

35. When the British say "phone them up", what do Americans say?

\_\_\_\_\_

36. How many differences between American English and British English are there in the passage?

\_\_\_\_\_

37. What is the main idea of the 5th paragraph?

\_\_\_\_\_

38. Why is American English different from British English?

\_\_\_\_\_

#### 五、文段表达 (共 10 分)

39. 请根据中文大意和英文提示词语, 任选其一, 写出意思连贯、符合逻辑、不少于 60 词的短文。所给英文提示词语供选用。请不要写出你的校名和姓名。

题目①: 假如你是李明, 学校组织下周六去参观首都博物馆, 你打算邀请外教 Mary 参加。请你用英语给她写一封邮件, 告诉她集合的时间和地点, 你们在博物馆的活动安排, 以及在博物馆参观时需要注意的事项。

提示词语: school gate, exhibit, dynasty (朝代), works of art, knowledge, food, shout

提示问题: ● When and where are you going to meet?

● What are you going to do in Capital Museum?

● What rules should you follow in Capital Museum?

Dear Mary,

I'm writing to invite you to come to Capital Museum with us.

I'm looking forward to your early reply.

Yours,

Li Ming

题目②：在人的一生中，阅读是一个非常重要的习惯。除了教材，中学生应该积极开展课外阅读（after-class reading）。现在，某英文报纸就（My After-class Reading）话题征文，请你投稿。请描述你在课后通常的阅读内容和方式，你课外阅读后的感受，以及你对于课外阅读的看法。

提示词语：many kinds of, novels, magazines, Internet, skills, necessary

提示问题：● What do you usually do about after-class reading?

● How do you feel after you do it?

● What do you think of after-class reading?

...公实高之赏款。以调玉烛  
...哉！

...：指东晋名臣王导和谢安。  
...，克复神州”；谢安指点谢  
...之名：指政治清明。⑥金瓯：

...等大诗人曾登临赋诗。②

...人之心 尝射于家圃  
...为 或王命急宣

...有误的一项是（ ）（2分）