中考 · 2021年北京市中考英语真题

历年真题

满分 40 分 · 时长 120 分钟 · 共 32 题 · 北京市

姓名：_____ 班级：_____ 得分：_____

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本卷答案与讲解
448 369
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一、单项填空(每题0.5分,共6分)（共 12 小题，每小题 0.5 分，共 6 分）

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. —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)（共 8 小题，每小题 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 ___12___ 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 ___13___ one photo for the competition.” “Why is a sunset so important?” Mom asked. “The ___14___ 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 ___15___ 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 ___16___ 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 ___17___ 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 ___18___ the photo of Zach. He looked back at the photo of the sunset, which seemed less perfect now. He ___19___ the two choices. Finally, he decided to hand in the photo of Zach for the competition.

12. A. violin　B. tennis　C. photo　D. chess

13. A. choose　B. collect　C. describe　D. design

14. A. prize　B. topic　C. result　D. purpose

15. A. politely　B. bravely　C. hopefully　D. secretly

16. A. playing　B. reading　C. writing　D. sleeping

17. A. afraid　B. eager　C. surprised　D. confused

18. A. studied　B. shared　C. copied　D. fixed

19. A. changed　B. offered　C. accepted　D. weighed

三、阅读理解(每题2分,共26分)（共 13 小题，每小题 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. 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 plant 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.

20. Who started a group to teach kids about pandas?

A. Jack. B. Kathy. C. Linda. D. Patrick.

21. How old was Linda when she invented SuperE?

A. 11. B. 12. C. 13. D. 14.

22. 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 at any time.” Shelley looked at the coloring book and then looked up at me, and finally looked away. By that, 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.

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

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

24. 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

25. 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 if 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.

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 messages. 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.

26. 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.

27. Which of the following would be the best heading for Paragaph4?

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

28. 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 widest 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 shells, so do we bring along our culture. However, culture is also passed on among people of the same time 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 speak that language.

29. 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.

30. 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.

31. The word "transmission" in Paragraph 4 probably means "_____".

A. system B. spread C. start D. spirit

32. 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.

—— 参考答案与逐题解析附于卷末 ——

参考答案

客观题速查表 + 主观题参考范文/译文；逐题解析附后

1. B	2. A	3. D	4. A	5. C	6. B	7. B	8. D	9. A	10. C
11. C	12. C	13. A	14. B	15. C	16. D	17. B	18. A	19. D	20. A
21. B	22. A	23. A	24. D	25. C	26. B	27. B	28. D	29. D	30. C
31. B	32. C								

逐题解析

答案定位与考点精讲

1. 【答案】B

根据主语'Mary'的性别（女性） → 确定宾格代词应为'her' → 得出答案

考点：人称代词宾格　性别指代一致

2. 【答案】A

识别固定搭配'falls on + 具体日期' → 排除其他介词 → 得出答案

考点：介词on与具体日期的搭配　时间介词辨析

3. 【答案】D

分析答语'At the school gate'（地点） → 推断问句应询问地点 → 选择疑问词'Where' → 得出答案

考点：特殊疑问句　疑问词与答语的逻辑对应

4. 【答案】A

识别请求许可的语境 → 选择情态动词'can'表示请求 → 得出答案

考点：情态动词表请求　语境选词

5. 【答案】C

分析前后句逻辑关系（工作十小时 vs 没人休息） → 识别转折关系 → 选择连词'but' → 得出答案

考点：转折连词　逻辑衔接词辨析

6. 【答案】B

识别比较级标志词 than → 选择形容词比较级形式 → 得出答案

考点：形容词比较级

7. 【答案】B

识别对话场景（正在做什么） → 选择表示此刻正在进行的时态 → 得出答案

考点：现在进行时

8. 【答案】D

识别时间状语 last Sunday → 选择表示过去发生的动作的时态 → 得出答案

考点：一般过去时

9. 【答案】A

识别频率副词 usually → 选择表示习惯性、经常性动作的时态 → 得出答案

考点：一般现在时

10. 【答案】C

识别时间状语 for two years → 选择表示从过去持续到现在的动作的时态 → 得出答案

考点：现在完成时

11. 【答案】C

识别宾语从句结构 → 判断从句语序与主句时态呼应 → 得出答案

考点：宾语从句语序　时态呼应

12. 【答案】C

13 空 根据前文‘take a picture’与后文‘competition’的语境，推断空格处应填入与摄影相关的比赛类型

14 空 根据前文‘hand in a roll of film, it gets developed’的流程描述，推断空格处应填入‘选择’照片的动作

15 空 根据后文‘peace’的解释，推断空格处应填入表示比赛‘主题’或‘目的’的词

16 空 根据前文‘waited’和后文‘till the sun reached the ground’的等待过程，推断空格处应填入表示‘充满希望地’等待的副词

17 空 根据后文‘Mike didn’t wake Zach up’和‘carefully took a picture’的描述，推断空格处应填入表示‘睡觉’的状态

18 空 定位空格所在句 → 分析上下文情感线索（Mike对日落照片的期待与兴奋） → 选择最符合语境的情感形容词

19 空 定位空格所在句 → 分析动作对象（Zach的照片）与后续反应（眉毛扬起、重新比较） → 选择最符合观察与思考过程的动词

20 空 定位空格所在句 → 分析动作对象（两个选择：日落照片与Zach的照片）与后续决定 → 选择最符合权衡比较过程的动词

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19 空 定位空格所在句 → 分析动作对象（Zach的照片）与后续反应（眉毛扬起、重新比较） → 选择最符合观察与思考过程的动词
20 空 定位空格所在句 → 分析动作对象（两个选择：日落照片与Zach的照片）与后续决定 → 选择最符合权衡比较过程的动词

考点：语境选词　上下文逻辑　固定搭配　副词辨析　情感态度推断　动作逻辑推断　动作逻辑与决策过程推断

18. 【答案】A

13 空 根据前文‘take a picture’与后文‘competition’的语境，推断空格处应填入与摄影相关的比赛类型
14 空 根据前文‘hand in a roll of film, it gets developed’的流程描述，推断空格处应填入‘选择’照片的动作
15 空 根据后文‘peace’的解释，推断空格处应填入表示比赛‘主题’或‘目的’的词
16 空 根据前文‘waited’和后文‘till the sun reached the ground’的等待过程，推断空格处应填入表示‘充满希望地’等待的副词
17 空 根据后文‘Mike didn’t wake Zach up’和‘carefully took a picture’的描述，推断空格处应填入表示‘睡觉’的状态
18 空 定位空格所在句 → 分析上下文情感线索（Mike对日落照片的期待与兴奋） → 选择最符合语境的情感形容词
19 空 定位空格所在句 → 分析动作对象（Zach的照片）与后续反应（眉毛扬起、重新比较） → 选择最符合观察与思考过程的动词
20 空 定位空格所在句 → 分析动作对象（两个选择：日落照片与Zach的照片）与后续决定 → 选择最符合权衡比较过程的动词

考点：语境选词　上下文逻辑　固定搭配　副词辨析　情感态度推断　动作逻辑推断　动作逻辑与决策过程推断

19. 【答案】D

13 空 根据前文‘take a picture’与后文‘competition’的语境，推断空格处应填入与摄影相关的比赛类型
14 空 根据前文‘hand in a roll of film, it gets developed’的流程描述，推断空格处应填入‘选择’照片的动作
15 空 根据后文‘peace’的解释，推断空格处应填入表示比赛‘主题’或‘目的’的词
16 空 根据前文‘waited’和后文‘till the sun reached the ground’的等待过程，推断空格处应填入表示‘充满希望地’等待的副词
17 空 根据后文‘Mike didn’t wake Zach up’和‘carefully took a picture’的描述，推断空格处应填入表示‘睡觉’的状态
18 空 定位空格所在句 → 分析上下文情感线索（Mike对日落照片的期待与兴奋） → 选择最符合语境的情感形容词
19 空 定位空格所在句 → 分析动作对象（Zach的照片）与后续反应（眉毛扬起、重新比较） → 选择最符合观察与思考过程的动词
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考点：语境选词　上下文逻辑　固定搭配　副词辨析　情感态度推断　动作逻辑推断　动作逻辑与决策过程推断

20. 【答案】A

定位题干关键词 'started a group to teach kids about pandas' → 匹配语篇中 'Saving Pandas' 段落首句 → 确认主语为 Jack

考点：细节定位与捕捉

21. 【答案】B

定位题干关键词 'Linda' 和 'invented SuperE' → 匹配语篇中 'Creating Energy' 段落首句 → 提取年龄信息 '12'

考点：细节定位与捕捉

22. 【答案】A

定位题干关键词 'Patrick's project' 和 'goal' → 匹配语篇中 'Cleaning Up' 段落末句 → 提取目标 'fight plastic pollution'

考点：细节定位与捕捉

23. 【答案】A

定位题干关键词 'Shelley' 和 'first saw' → 匹配语篇中 'When I was in the eighth' 段落首句 → 提取描述 'cold'

考点：细节定位与捕捉

24. 【答案】D

定位题干关键词 'get through to Shelley' → 匹配语篇中 'When I was in the eighth' 段落末句 → 提取行为 'told her a story'

考点：细节定位与捕捉

25. 【答案】C

定位题干关键词 'Shelley changed a lot' → 在语篇中寻找对应人物与事件 → 发现语篇未提及Shelley → 判定为无中生有题

考点：细节定位　无中生有

26. 【答案】B

定位题干关键词 'children do' 和 'gardening program' → 在语篇中寻找对应活动描述 → 定位到 'Teaching children to grow their own produce' → 同义替换 'grow their own produce' 为 'grew fresh produce' → 得出答案

考点：细节定位　同义替换

27. 【答案】B

定位题干 'Paragraph4' → 分析段落内容：列举了在家接触蔬菜的多种方式（听孩子讲、读书、种植物） → 归纳段落主旨为 '在家接触蔬菜的方法' → 同义替换为选项B

考点：主旨归纳　同义替换

28. 【答案】D

定位题干 'learn from the program' → 分析语篇核心观点：'Teaching children to grow their own produce is a great way to increase their preference' → 推理：亲手种植（hands-on experience）影响偏好（preference） → 同义替换为选项D

考点：推理判断　同义替换

29. 【答案】D

定位题干 'Paragraph 2' → 分析段落内容：'Teaching children to grow their own produce is a great way to increase their preference' 和 'If children are taught to enjoy vegetables early in life, they will probably continue eating vegetables in the long term' → 归纳段落主旨为教育对长期习惯的影响 → 同义替换为选项D

考点：主旨归纳　同义替换

30. 【答案】C

定位段落核心功能 → 识别段落与全文主旨的关联 → 推断作者提及该话题的意图

考点：段落功能分析　写作目的推断

31. 【答案】B

定位目标词所在语境 → 分析上下文逻辑关系 → 选择最符合语境的词义

考点：语境词义推断

32. 【答案】C

定位作者观点表述 → 提炼核心论点 → 匹配选项中的同义表述

考点：观点态度识别　同义转述匹配