

# 海淀区九年级第二学期期末练习

## 英语

2026.05

学校 \_\_\_\_\_ 姓名 \_\_\_\_\_ 准考证号 \_\_\_\_\_

考生须知	<ol style="list-style-type: none"><li>1. 本试卷共 10 页，共两部分，五道大题，38 道小题，满分 60 分。考试时间 90 分钟。</li><li>2. 在试卷和答题卡上准确填写学校名称、姓名和准考证号。</li><li>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。</li><li>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。</li><li>5. 考试结束，将本试卷、答题卡和草稿纸一并交回。</li></ol>
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### 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. My mother loves animals. \_\_\_\_\_ often volunteers at the animal hospital.  
A. I                      B. He                      C. She                      D. We
2. In the coming summer vacation, I will study in the language camp \_\_\_\_\_ two weeks.  
A. to                      B. on                      C. at                      D. for
3. — I'm not sure how to use this app. \_\_\_\_\_ you please help me?  
— Sure, let me show you.  
A. Should                      B. Could                      C. Must                      D. Need
4. Paper cutting is one of \_\_\_\_\_ traditional art forms in China.  
A. old                      B. older                      C. oldest                      D. the oldest
5. — \_\_\_\_\_ did it take you to get to the Great Wall yesterday?  
— About three hours.  
A. How much                      B. How long                      C. How soon                      D. How often
6. Listen carefully, \_\_\_\_\_ you may miss the important information.  
A. or                      B. but                      C. so                      D. and

7. Tom and John \_\_\_\_\_ basketball in the park last Sunday.  
A. play                      B. played                      C. have played                      D. are playing
8. While I \_\_\_\_\_ at the dentist's, I met my old friend Tom.  
A. wait                      B. am waiting                      C. waited                      D. was waiting
9. — Look, Lily. What a mess you've made!  
— Sorry, Mum. I \_\_\_\_\_ it up as soon as I finish my painting.  
A. tidy                      B. will tidy                      C. was tidying                      D. have tidied
10. My sister \_\_\_\_\_ many books on robots since she visited the science museum.  
A. reads                      B. read                      C. has read                      D. will read
11. Chinese festivals \_\_\_\_\_ by more and more people around the world nowadays.  
A. celebrate                      B. celebrated                      C. are celebrated                      D. were celebrated
12. — Do you remember \_\_\_\_\_ on your first day of junior high?  
— Yes, a little nervous but excited.  
A. how you felt                      B. how did you feel                      C. what you did                      D. what did you do

## 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 detective (侦探) series *Debbie* were Melinda's all-time favorite books. She didn't just read them; she lived them—she was found reading in the bathtub or even in the doghouse! She was always expecting to solve a(n) 13 mystery in her life.

That evening, just as she finished the last page, a sudden shout came from the kitchen, "Who ate all the chocolates?!" Hearing this, Melinda jumped up 14, "Here comes my case!" She rushed to the "crime scene" like a gust of wind.

She searched carefully like Debbie did in the story and made a suspect (嫌犯) list: Mom, Milo and Dad.

She questioned Mom first, "You are holding the empty chocolate box, very fishy." Looking at Melinda's face, Mom laughed, "I wish I had the chance but I've just got home." It was true. Mom worked late so her name was 15 the list.

Next was Milo. Melinda used Debbie's classic method, asking, "Did you eat three chocolates or four?"

"I didn't eat ANY!" said Milo.

Sadly the 16 didn't work. At the moment, Melinda noticed a shiny wrapper in his pocket. "Aha!" Melinda yelled, pulling it out. But it was just candy packaging.

"Maybe, you should look in the 17 first before questioning others." Milo added, giving Melinda a playful smile.

Bad Milo!

Then Dad was the last suspect. She decided to 18 for the truth.

"Dad, you didn't eat much at dinner. Maybe you want something, something sweet? Something CHOCOLATEY?"

"Melinda... I had strawberry ice cream. I even offered you some. Remember?" Dad replied.

It hit her that she had been lost in her book all through dinner even when he offered. So she ran to the kitchen, checked the freezer and dug through the trash. Then, disappointed, she announced, "You are 19."

"There might be someone you missed," Dad suggested.

"Well, it can't be our dog. Um, I give up." thought Melinda, heading to the bathroom. In front of the mirror, she froze. A quick lick (舔) proved it: CHOCOLATE!

Wild with joy, Melinda ran out, shouting, "I did it! I did it!"

Everyone came around, laughing, "Sure you did!"

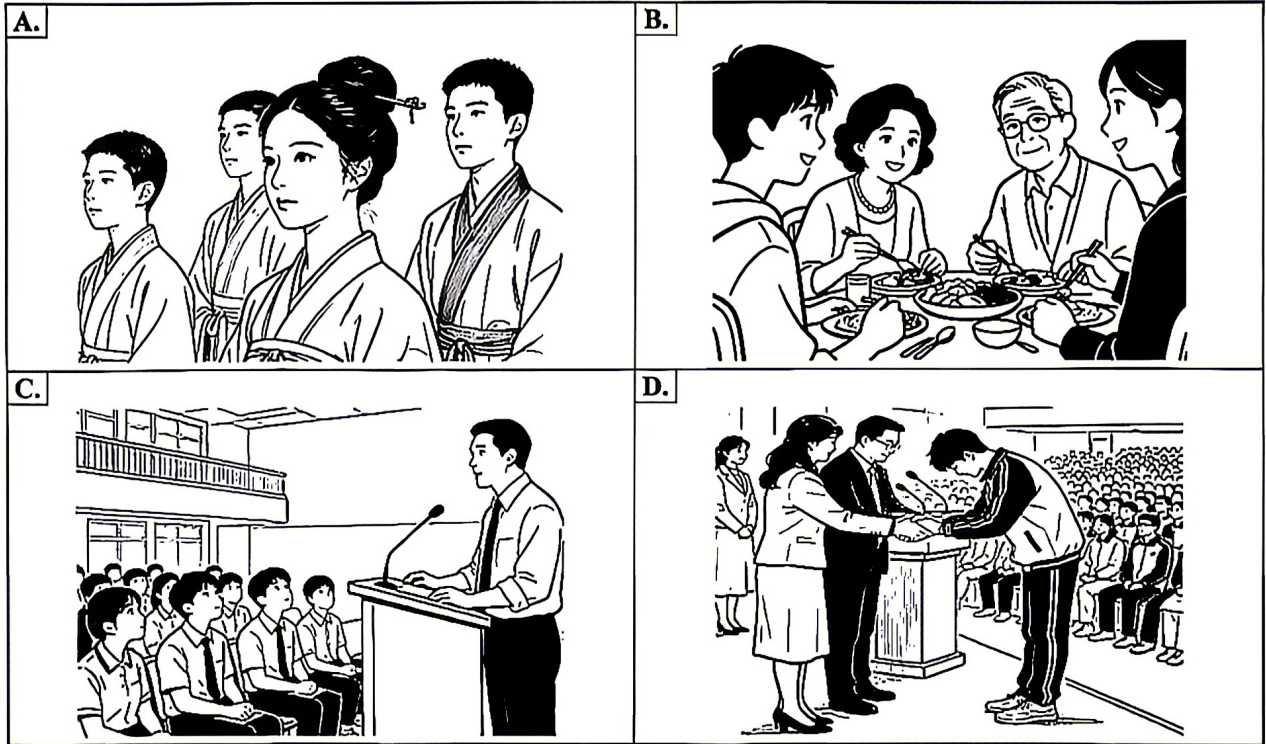
Suddenly, Melinda realized she was the only one in the 20 while the others were just playing along.

- |                  |              |                |                |
|------------------|--------------|----------------|----------------|
| 13. A. dark      | B. easy      | C. real        | D. old         |
| 14. A. excitedly | B. worriedly | C. proudly     | D. impatiently |
| 15. A. kept on   | B. added to  | C. hidden from | D. crossed off |
| 16. A. joke      | B. excuse    | C. trick       | D. report      |
| 17. A. box       | B. mirror    | C. pocket      | D. list        |
| 18. A. fish      | B. wait      | C. prepare     | D. long        |
| 19. A. calm      | B. caring    | C. cool        | D. clear       |
| 20. A. way       | B. mystery   | C. lead        | D. distance    |

三、阅读理解 (每题 2 分, 共 26 分)

(一) 阅读以下三位同学庆祝自己成人礼的经历, 请为每位同学匹配他们参加过的庆祝活动的图片, 并将所对应图片的 A、B、C、D 选项填在相应位置上。

A



21. \_\_\_\_\_



I wore a traditional Chinese costume and my mom styled my hair into a bun with a jade pin. When I touched it gently, I felt a warm pride. This special day helped me stay connected to my cultural roots.

22. \_\_\_\_\_



I bowed to my parents and thanked them for raising me. They held my hands, cheered me on and told me to follow my dreams. This special moment made me feel hopeful and grateful.

23. \_\_\_\_\_



I attended a speech given by our headmaster. He gave us his warm blessings and encouraged us to make a difference to the world. This meaningful experience helped me dream big.

(二) 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。

**B**

My grandpa is a retired (退休的) math teacher. But in our hutong, he's famous as a skilled kite-making master. People say he can bring paper and bamboo to life. He always tells me, "A kite wants to fly. You just help it remember how."

I'd heard those words a hundred times, but I never really got their meaning until last year. When the Beijing International Kite Festival was coming, Grandpa asked me to make a kite with him for the first time. I felt honored but also nervous, as I was used to holding my phone every day, and working with bamboo felt really hard. I cut the bamboo strips (竹条) either too thick or too thin. After three failed tries, I almost wanted to give up.

"Maybe I'm just not good at this," I was discouraged, throwing down a crooked (弯曲的) bamboo strip.

Grandpa wasn't mad at me. Instead, he picked up the strip and examined it. "This one isn't perfect," he said, "but what seems imperfect can often turn into something surprisingly beautiful." Then he showed me how to rearrange the strips step by step. We put the crooked strip together with my other failed pieces. Slowly, a ready-to-fly kite took shape. It wasn't the dragon we'd planned, but something unique—with uneven (不对称的) wings and a strangely curved tail.

"Sometimes," he said, "the kite knows what it wants to be. We just have to listen."

On the day of the festival, we went to the host park with hundreds of other kite lovers. Our imperfect kite flew up into the sky easily. As it danced among the clouds, it got more attention than any perfectly made kite. People stopped to take photos and ask about its special shape.

Watching it fly, I finally understood: A kite doesn't fly because it's perfect. It flies because someone puts heart into making it—and gives it the space to rise on its own.

24. Why did the writer almost want to give up making the kite?

- A. Grandpa was too busy to help him.      B. He preferred to play with his phone.  
C. Grandpa was unhappy with his work.      D. He found it hard to work with bamboo.

25. What kind of person is Grandpa?

- A. Quiet and honest.      B. Wise and patient.  
C. Kind and humorous.      D. Gentle and brave.

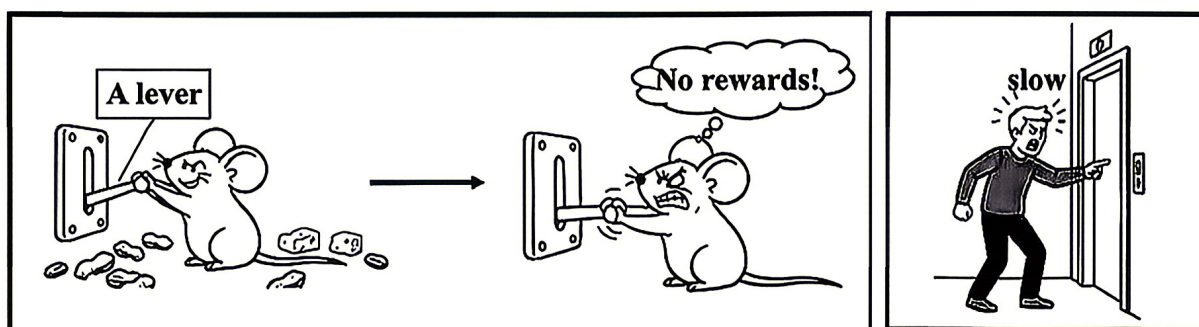
26. What did the writer learn from this experience?

- A. Perfection shapes the value of creation.  
B. Success comes from making fewer mistakes.  
C. Skills can be improved through strict practice.  
D. Imperfection can carry its own kind of beauty.

## C

Many of us feel a sudden of anger over something unimportant, like an impolite message or heavy traffic. Such reactions are usually brief, understandable and easy to cope (处理) with. But when irritability—getting annoyed or angry easily—becomes often, it may mean more than a bad mood.

To understand why some people tend to be irritable, neuroscientist Wan-Ling Tseng studied the biological roots of irritability by purposefully frustrating (挫败) mice. In the experiment, the mice were trained to expect a reward after pressing a lever. When the reward was suddenly gone, the mice couldn't get what they needed. They pressed the lever harder and longer, which meant they were angry. It is much like people angrily hitting the button of an overly slow elevator. This similar behavior suggests that the reaction may be even an evolutionarily beneficial (进化利好的) one, helping animals get what they need or want.



Why some adults are more likely to feel extremely irritable is still unknown, but studies on teenagers may offer clues on how irritability looks in the brain. Irritable young people have unusual brain activity in areas dealing with rewards and threats (威胁). In a 2018 study, Tseng and her team had 195 young people play a frustrating computer game. When kids became frustrated, the irritable kids had more brain activity in the striatum (a key part of the brain for processing rewards) than the calm ones. Other studies found unusual activity in the amygdala (the brain's threat-processing center) in highly irritable kids. While the causes of such brain reactions remain unknown, research so far points to the hidden health problems, as irritability often appears in depression and anxiety patients and they share the same genes. Besides, sickness, stress, poor sleep, pain, loneliness and overuse of social media can also make irritability worse.

Fortunately, irritability is manageable. Recent studies suggest a simpler method: using a smartphone app and wearable device to track (追踪) anger and stress levels. By monitoring emotional and physical changes, people can notice anger before it becomes too strong. They can then calm themselves by doing breathing exercises, leaving stressful situations, or reminding themselves that others' annoying behaviors are not purposeful.

Being easily irritated is not a character weakness. Rather, it can be a signal that something in a person's life or health calls for close care, and with realization and proper support, people can deal with irritability in healthier ways.

27. What does the mice experiment in Paragraph 2 show?
- A. Rewards reduce frustration level.
  - B. Irritability is an evolutionary reaction.
  - C. Mice learn from humans to show anger.
  - D. Irritability causes unusual brain activity.
28. What is mentioned about irritability in Paragraph 4?
- A. Its lasting effects.
  - B. Its noticeable changes.
  - C. Its coping methods.
  - D. Its emotional causes.
29. What can we learn from the passage?
- A. Irritability drives people to struggle for rewards.
  - B. Irritable people usually show negative characters.
  - C. Technology can keep people from getting irritable.
  - D. Irritability is a warning in need of enough attention.

#### D

When Krista Lawlor told her teenage son to be home at a “reasonable hour” , he immediately asked for a clearer explanation. To him, the word was frustratingly unclear—a term whose meaning seemed to change depending on who was speaking. This **elusive** quality is the central idea of Lawlor's book *Being Reasonable: The Case for a Misunderstood Virtue*. Lawlor argues that being reasonable is not about following a strict set of rules; instead, it is about the ability to see what truly matters in the “greater picture of things”.

Reasonableness forms the basis of the law system. In many countries, judges decide negligence (过失) through the “reasonable person standard (标准)”, asking whether a person acted with the same care and attention that a “reasonable” person would exercise in the same situation. Yet, as Lawlor discovered, even law experts struggle to define (定义) it. Take the case of Rudy Stanko, who was ticketed for driving 85 miles per hour on a frozen, bent highway in Montana. At the time, Montana had no speed limit; the law simply required drivers to be “reasonable and careful”. Stanko argued against his ticket, saying that the law was too unclear to follow. After a heated debate, Montana finally agreed, deciding that the word “reasonable” provided no real guidance for drivers.

Lawlor suggests that “reasonable” is often misunderstood because it is highly dependent on

the situations. She also points out an important difference between being “reasonable” and being “rational”. To be rational often means acting only for one’s own benefit. A rational seller might put the bike online for the highest possible price, refusing to lower it by even a dollar because his goal is to get the most money for himself. Yet, a reasonable one might choose to sell the bike for a lower price to a neighbor’s child who really needs it. While the seller “loses” money, he is acting reasonably by recognizing that helping a neighbor and seeing the bike put to good use matters more in the long run than a small money gain.

Because reasonableness is tied to values, reasonable people can—and often do—disagree. They may look at the same facts but reach different conclusions because they value different things. Lawlor notes that we truly understand what we value only when our beliefs are challenged by those different from our own. Drawing on the philosopher John Stuart Mill, she argues that we need different perspectives to sharpen our own thinking. In our modern, divided world, reasonableness is a necessary tool for productive discussion, helping us stay connected even when we see the world through different eyes.

30. What does the underlined word “elusive” in Paragraph 1 mean?

- A. False.                      B. Undefined.                      C. Ensured.                      D. Believable.

31. Which of the following is an example of “being reasonable”?

- A. A teenager works harder to enrich his mind.  
B. A teenager cares a lot about his own grades.  
C. A teenager takes time to help his classmates.  
D. A teenager discusses his problems with friends.

32. What does the writer most probably agree with?

- A. People learn to be reasonable by following a strict set of rules.  
B. “Reasonable person standard” provides clear guidance for law.  
C. Reasonableness helps people stay close despite different views.  
D. Disagreement happens when reasonableness is misunderstood.

33. What’s the best title of the passage?

- A. What Does It Mean to Be Reasonable?  
B. Where Does Reasonableness Come From?  
C. Why Is Reasonableness Often Misunderstood?  
D. How Is “Reasonable” Different From “Rational”?

## 第二部分

本部分共 5 题，共 20 分。根据题目要求，完成相应任务。

### 四、阅读表达（第 34–36 题每题 2 分，第 37 题 4 分，共 10 分）

阅读短文，根据短文内容回答问题。

School should be a place to learn, grow, and feel happy. But for many teenagers, school life can be filled with stress, arguments, or quiet loneliness. Instead of suffering alone, some schools are introducing a special program called Peer (同伴) Support to help students get through hard times and build a warmer atmosphere (氛围) in school.

In Peer Support, students help and listen to each other. The program trains a group of students to be listeners and guides. These peer supporters have the following qualities in common: they are usually patient, caring, and good at communicating. After special training, they learn how to listen carefully, keep secrets safe, and encourage their classmates to face difficulties bravely. If a classmate's problem is too serious, the peer supporter will guide them to talk to a teacher or a parent.

At many middle schools, peer supporters play an important role in helping lonely or struggling students fit in and seek help. Take 15-year-old Eric for example. He was a shy student who always sat alone in the classroom. He struggled with his math grades and was afraid to ask teachers for help, fearing he would be laughed at by other students. "When I noticed his low spirits, I sat with him during lunch break and invited him to join a small study group," said Sarah, his peer supporter in an interview. "With Sarah's gentle support, now I feel safe enough to share my trouble," Eric added.

This program benefits both sides. For students who need help, peer supporters offer a non-judgmental ear. It can reduce anxiety and loneliness quickly because talking to a friend often feels easier than talking to adults. For the peer supporters themselves, they learn to understand others' feelings and how to communicate effectively.

Peer Support also changes the whole school atmosphere. When students see that their classmates care about them, the sense of community becomes stronger. Classrooms become warmer, and arguments are more likely to be solved peacefully.

Peer support programs prove that the most powerful help sometimes comes from a friend standing right beside you.

34. Why do some schools introduce Peer Support?
35. What qualities do the peer supporters have in common?
36. How did Sarah help Eric when she noticed his low spirit?
37. If your friend Peter is having a hard time, will you advise him to go to Peer Support? Why? (Give at least two reasons)

## 五、文段表达 (10 分)

38. 从下面两个题目中任选一题, 根据所给的中文和英文提示, 完成一篇不少于 50 词的英语文段写作。文中已给出的内容不计入总词数。所给提示词语仅供选用。请不要写出真实校名、姓名和地名。

### 题目①

假设你是李华, 你校英语社团正在开展“理性消费 (Rational Consumption)”主题调查活动。请先填写下表 (所填信息不作为评分依据, 也不需要填写在答题纸上), 明确你的零花钱分配占比 (各项占比合计为 100%) 情况; 再根据表格内容, 用英文写一篇短文, 介绍你的消费情况, 并反思自身的消费习惯。

提示词语: spending habit, manage, do well in, make a plan, meaningful

提示信息: ● How do you usually spend your pocket money?

● Reflect (反思) on your spending habits.

My Pocket Money Distribution (分配)

Category	Percentage 100%	Main Contents
Study	%	stationery, books and learning materials
Entertainment	%	snacks, gaming, memberships
Socializing	%	gifts, eat out with friends
Others	%	save for future use, donate...

Everyone has their own way to spend pocket money. As for me, \_\_\_\_\_

### 题目②

某英文网站正在开展主题为“职业观察与体验 (Job Observation and Experience)”的征文活动。假设你是李华, 请用英文写一篇短文投稿, 介绍你想观察和体验的职业以及原因。

提示词语: doctor, watch, help, knowledge, patience, future

提示信息: ● Which job do you want to observe and experience?

● What activities do you want to do in this experience?

● Why do you choose to experience this job?

I'd like to observe and experience the job of a(n) \_\_\_\_\_