

# 2021 北京八十中高二（下）期中

## 英 语

2021. 4

本试卷共 6 页，共 150 分。考试时长 120 分钟。考生务必将答案答在答题卡上，在试卷上作答无效。

### 第一部分：听力理解（共三节，30 分）

#### 第一节（共 5 小题；每小题 1.5 分，共 7.5 分）

听下面 5 段对话。每段对话后有一道小题，从每题所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话你将听一遍。

例：What is the man going to read?

- A. A newspaper.
- B. A magazine.
- C. A book.

答案是 A。

1. What does the man want to drink?

- A. Tea.
- B. Coffee.
- C. Hot water.

2. Which cake does the man order?



A.



B.



C.

3. Where are the speakers?

- A. In the hotel.
- B. In the cinema.
- C. At the airport.

4. What's the man probably doing?

- A. Driving a car.
- B. Reading a map.
- C. Looking for a gas station.

5. How does the man feel after retirement?

- A. Lonely.
- B. Depressed.
- C. Relaxed.

第二节（共 10 小题；每小题 1.5 分，共 15 分）

听下面 4 段对话或独白。每段对话或独白后有几道小题，从每题所给的 A、B、C 三个选项中选出最佳选项。听每段对话或独白前，你将有 5 秒钟的时间阅读每小题。听完后，每小题将给出 5 秒钟的作答时间。每段对话或独白你将听两遍。

听第 6 段材料，回答第 6 至 7 题。

6. Why does the woman call the man?

- A. To invite him to visit her house.
- B. To ask him to help her with the report.
- C. To tell him about her delay for the party.

7. What will the woman first do after she finishes her work?

- A. Go home.
- B. Visit Lisa.
- C. Go to the party.

听第 7 段材料，回答第 8 至 10 题。

8. What are on the third level?

- A. Map collections.
- B. Magazines.
- C. Science books.

9. How many books can a student borrow at most each time?

- A. 3.
- B. 5.
- C. 6.

10. When is the library closed?

- A. On Monday.
- B. On Saturday.
- C. On Sunday.

听第 8 段材料，回答第 11 至 12 题。

11. What are the speakers talking about?

- A. A job opportunity.
- B. A computer center.
- C. A summer holiday.

12. What's the possible relationship between the speakers?

- A. Father and daughter.
- B. Teacher and student.
- C. Manager and assistant.

听第 9 段材料，回答第 13 至 15 题。

13. What makes the woman excited?

- A. A new computer.
- B. A trip to England.
- C. Good exam results.

14. What will the man probably do in summer?

- A. Work.
- B. Study.
- C. Travel.

15. How does the woman think of the man's plan?

- A. Pretty good.
- B. Not practical.
- C. A waste of time.

第三节（共 5 小题；每小题 1.5 分，共 7.5 分）

听下面一段独白，完成第 16 至 20 五道小题，每小题仅填写一个词。听独白前，你将有 20 秒钟的时间阅读试题，听完后你将有 60 秒钟的作答时间。这段独白你将听两遍。

### Day-care Center

<b>Location</b>	on the <u>16</u> floor next to the dining room
<b>Opening Day</b>	next <u>17</u>
<b>Working hours</b>	from 7 a.m. to <u>18</u> p.m.
<b>Facilities</b> (设施)	modern play equipment and learning materials; a main play area and three separate <u>19</u>
<b>Parent visiting hours</b>	during <u>20</u> hour and work breaks

### 第二部分：知识运用（共两节，45 分）

#### 第一节语法填空（共 10 小题；每小题 1.5 分，共 15 分）

阅读下列短文，根据短文内容填空。在未给提示词的空白处仅填写 1 个适当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。

#### A

In the last seven days I have seen the pressure that the NHS is under. I have seen the personal courage not just of the doctors and nurses but of everyone, the cleaners, the 21 (cook), the health care workers of every description—physios, radiographers—22 have kept coming to work, kept putting themselves in harm's way, kept 23 (risk) this deadly virus. It is thanks to that courage, that devotion, that duty and that love that our NHS has been unbeatable.

#### B

A video about a Chinese police officer's broken English went viral on the Internet in China recently. In the video, a German student returned to Shanghai but got 24 (stop) by the security guards at the apartment gate. But the student doesn't speak Chinese and the security doesn't speak English. They couldn't make 25 (they) understood. So the security ended up calling the police for help. Two police officers showed up on the spot, where they communicated with the student 26 very broken English and with body language. 27 settling the problem, the police officer told the student that she should learn some Chinese.

#### C

Today, dogs are found 28 (help) to all who fly in airplanes. They are trained to smell, track, and find bombs on planes and in luggage. Dogs are easy to train because they already have deep connection to humans. Many of these dogs are donated to the safety program, where they 29 (give) a good home. The partnership between dogs and humans allows each to profit from the special talents of the other as they work together 30 (save) lives.

#### 第二节完形填空（共 20 小题；每小题 1.5 分，共 30 分）

阅读下面短文，掌握其大意，从每题所给的 A、B、C、D 四个选项中，选出最佳选项，并在答题卡上将该项涂黑。

## Learning about Life from an Ant Farm

When I was seven years old, my family tried to 31 an ant farm at home. First, we put clean sand in a thin glass box, and then we brought some ants from the backyard and placed them into the 32 home.

Shortly after the new 33 were dropped into the glass structure, they got to work making tunnels. I was amazed that each one knew 34 what to do. After hours of staring, I realized that the ants had particular given jobs. With my mom's help, I kept a journal of what happened each day and 35 the ants. My favorite was the biggest, Cinderella. I drew a picture of her in my journal, which I still have.

On the fifth day a disaster 36 the ant farm. While I was 37 the ants, I had put my face so close to the structure that I accidentally tipped it over, 38 in all the tunnels. Although the ants 39 their earthquake, one by one they began to die. I was 40 as I watched them give up their tunnel-building to carry the bodies to a corner of the farm. My mother reported that the ants were dying of "frustration"—feeling annoyed and impatient as they couldn't control the situation. They simply could not 41 the reality that their tunnels had been destroyed. Cinderella was the last to die; she did so while carrying a dead ant on her back.

Although much time has passed, I still think of that ant farm. Mom had hoped it would teach me about the natural world, 42 it taught me much more. 43 the years, I came to realize the ants were a study in the benefits of 44. Working together, they were able to create a(n) 45 world for themselves. I also learned that they should be 46 for their hard work. Day in and day out, each labored at their task. The ant farm demonstrated that teamwork and perseverance are indeed two key 47 to success. But there was an even larger lesson that I did not 48 until recently: Disaster is a natural part of life, and must be 49. Unlike the ants, humans cannot give up when they face 50. Unlike the ants, we have to realize that if a tunnel caves in, we just have to build another.

- |                    |              |                   |                 |
|--------------------|--------------|-------------------|-----------------|
| 31. A. get         | B. buy       | C. run            | D. find         |
| 32. A. empty       | B. new       | C. strange        | D. distant      |
| 33. A. guests      | B. settlers  | C. friends        | D. members      |
| 34. A. probably    | B. roughly   | C. exactly        | D. normally     |
| 35. A. named       | B. trained   | C. compared       | D. measured     |
| 36. A. affected    | B. struck    | C. kicked         | D. beat         |
| 37. A. removing    | B. teaching  | C. observing      | D. collecting   |
| 38. A. turning     | B. rushing   | C. filling        | D. caving       |
| 39. A. experienced | B. predicted | C. faced          | D. survived     |
| 40. A. annoyed     | B. horrified | C. moved          | D. thrilled     |
| 41. A. reflect     | B. ignore    | C. confirm        | D. stand        |
| 42. A. and         | B. but       | C. so             | D. or           |
| 43. A. In          | B. For       | C. From           | D. Over         |
| 44. A. teamwork    | B. devotion  | C. responsibility | D. organization |
| 45. A. relaxing    | B. amusing   | C. moving         | D. amazing      |
| 46. A. supported   | B. inspired  | C. admired        | D. admitted     |

47. A. certificates                      B. approaches                      C. ingredients                      D. circumstances  
48. A. give                                  B. realize                                  C. take                                  D. adopt  
49. A. accepted                              B. suffered                              C. achieved                              D. managed  
50. A. challenges                              B. barriers                              C. pressure                              D. disappointment

第三部分：阅读理解（共两节，40分）

第一节（共15小题；每小题2分，共30分）

阅读下列短文，从每题所给的A、B、C、D四个选项中，选出最佳选项，并在答题卡上将该项涂黑。

A

**Welcome to AMDA**

Your future in the performing arts doesn't have to be a dream. For over 50 years, AMDA has launched some of the most successful careers in theatre, film and television. AMDA creates industry professionals who don't just wait for life to happen—they stage their own career path. Now it's your turn.

**Program description**

At AMDA, we believe a performer must perform. From the first day, you'll find many performance opportunities in the three core areas of acting, musical theatre and dance, both in and out of the classroom, plus individual voice lessons. Over the course of your four semesters (学期), you'll also improve your performance technique through an intensive curriculum that focuses on both foundational and advanced concepts in acting, musical theatre and dance. Finally, through courses in career preparation, you'll learn how to apply all of this training to a successful career on stage and screen.

**Philosophy and mission**

AMDA is committed to providing a splendid performing arts education to a diverse community of creative artists. AMDA serves as both school and stage, where students are given the support and opportunity to identify their own personal objectives and to develop and improve their own distinctive artistic voices. AMDA tries to create an environment for students to develop the skills, confidence, imagination, and power to contribute to their community as artists, business people, lifelong learners, and hard-working citizens of the world. Above all, AMDA wants to teach students that commitment and passion are the marks of a successful and joyous career.

**Registration**

6305 Yucca Street Los Angeles

800-367-7908

<https://www.amda.edu>

51. What is the curriculum of AMDA about?

- A. Drawing.                                  B. Philosophy.  
C. Performing                                  D. Photography.

52. How long does the course last?

- A. One semester.                                  B. Two years.

关注北京高考在线官方微信：[北京高考资讯 \(ID:bj-gaokao\)](#)，获取更多试题资料及排名分析信息。

- C. Three semesters. D. Four years.

53. What can students learn in AMDA?

- A. How to sing beautifully. B. How to train a performer.  
C. The way to build a stage. D. The way to be a director.

## B

I was fifteen months old, a happy carefree kid until the day fell. It was a bad fall. I landed on a glass rabbit which cut my eye badly enough to blind it. Trying to save the eye, the doctors stitched the eyeball together where it was cut, leaving a big ugly scar in the middle of my eye. The attempt failed, but my mama, in all of her wisdom, found a doctor who knew that if the eye were removed entirely, my face would grow up badly twisted, so my scarred, sightless, cloudy and gray eye lived on with me. And as I grew, this sightless eye in so many ways controlled me.

I walked with my face looking at the floor so people would not see the ugly me. Sometimes people, even strangers, asked me embarrassing questions or made hurtful remarks. When the kids played games, I was always the “monster”. I grew up imagining that people looked at me in an unusual way, as if my appearance were my fault. I always felt like I was a freak.

Yet mama would say to me, at every turn, “Hold your head up high and face the world.” It became a litany that I relied on. She had started when I was young. She would hold me in her arms and stroke my hair and say, “If you hold your head up high, it will be okay, and people will see your beautiful soul.” She continued this message whenever I wanted to hide. Those words have meant different things to me over the years. As a little child, I thought mama meant, “Be careful or you will fall down or bump into something because you are not looking.” As an adolescent, even though I tended to look down to hide my shame, I found that sometimes when I held my head up high and let people know me, they liked me. My mama’s words helped me begin to realize that by letting people look at my face, I let them recognize the intelligence and beauty behind both eyes even if they couldn’t see it on the surface.

In high school I was successful both academically and socially. I was even elected class president, but on the inside I still felt like a freak. All I really wanted was to look like everyone else. When things got really bad, I would cry to my mama and she would look at me with loving eyes and say, “Hold your head up high and face the world. Let them see the beauty that is inside.”

When I met the man who became my partner for life, we looked each other straight in the eye, and he told me I was beautiful inside and out. He meant it. My mama’s love and encouragement were the spark that gave me the confidence to overcome my own doubt. I had faced adversity, encountered my problems head on, and learned not only to appreciate myself but to have deep compassion for others.

“Hold your head up high”, has been heard many times in my home. Each of my children has felt its invitation. The gift my mama gave me lives on in another generation.

54. As a result of the terrible accident, the writer \_\_\_\_\_.

- A. became deaf and blind B. had her eye hurt  
C. had some hearing loss D. had her eye moved away

55. By saying “Hold your head up high and face the world”, her mother meant to \_\_\_\_\_.

- A. blame her for lack of confidence    B. warn her of the inconvenience  
C. encourage her in her daily life                      D. praise her for her great courage

56. The underlined sentence “Each of my children has felt its invitation.” in the last paragraph means \_\_\_\_\_.

- A. all of the writer’s children grew up with an inviting prospect  
B. Mama’s inspirational words had deep effects on the writer’s children  
C. each of the writer’s children received their grandma’s invitation  
D. the writer’s children had no choice but to accept the invitation

57. Which of the following is conveyed in this passage?

- A. Failure is the mother of success.                      B. One’s mind works faster in danger.  
C. Never give up whenever in trouble.                      D. Two hands make the work light.

### C

Boys’ schools are the perfect place to teach young men to express their emotions and are more likely to get involved in activities such as art, dance and music, according to research released today.

Far from the traditional image of a culture of aggressive masculinity in which students either sink or swim, the absence of girls gives boys the chance to develop without pressure to conform to a stereotype, the US study says.

Boys at single sex schools were said to be more likely to get involved in cultural and artistic activities that helped develop their emotional expressiveness, rather than feeling they had to conform to the “boy code” of hiding their emotions to be a “real man”.

The findings of the study go against received wisdom that boys do better when taught alongside girls.

Tony Little, headmaster of Eton, warned that boys were being failed by the British education system because it had become too focused on girls. He criticized teachers for failing to recognize that boys are actually more emotional than girls.

The research argued that boys often perform badly in mixed schools because they become discouraged when their female peers do better earlier in speaking and reading skills.

But in single-sex schools’ teachers can tailor lessons to boys’ learning style, letting them move around the classroom and getting them to compete in teams to prevent boredom, wrote the study’s author, Abigail James, of the University of Virginia.

Teachers could encourage boys to enjoy reading and writing with specifically “boy-focused” approaches such as themes and characters that appeal to them. Because boys generally have more acute vision, learn best through touch, and are physically more active, they need to be given “hands-on” lessons where they are allowed to walk around. “Boys in mixed schools view classical music as feminine and prefer the modern genre in which violence and war are major themes,” James wrote.

Single-sex education also made it less likely that boys would feel they had to conform to a stereotype that men should be “masterful and in charge” in relationships. “In mixed schools, boys feel compelled to act like men before they understand themselves well enough to know what that means,” the study reported.

关注北京高考在线官方微信：[北京高考资讯\(ID:bj-gaokao\)](#)，获取更多试题资料及排名分析信息。

58. It is commonly believed that in a mixed school boys \_\_\_\_\_.
- A. grow up more healthily      B. perform relatively better  
C. behave more responsibly      D. receive a better education
59. What does Tony Little say about the British education system?
- A. It places more pressure on boys than on girls.  
B. It focuses more on mixed school education.  
C. It fails more boys than girls academically.  
D. It fails to give boys the attention they need.
60. According to Abigail James, one of the advantages of single-sex schools is \_\_\_\_\_.
- A. boys can choose to learn whatever they are interested in  
B. boys can focus on their lessons without being absent-minded  
C. teaching can be adapted to suit the characteristics of boys  
D. teaching can be designed to promote boys' team spirit
61. Which of the following is the characteristic of boys according to Abigail James' report?
- A. They have sharper vision.      B. They enjoy being in charge.  
C. They are violent and hostile.      D. They act the same to stereotypes.

#### D

There're currently 21.5 million students in America, and many will be funding their college on borrowed money. Given that there's now over \$1.3 trillion in student loans on the books, it's pretty clear that many students are far from sensible. The average student's debt upon graduation now approaches \$40,000, and as college becomes ever more expensive, calls to make it "free" are multiplying. Even Hillary Clinton says that when it comes to college, "Costs won't be a barrier."

But the only way college could be free is if the faculty and staff donated their time, the buildings required no maintenance, and campuses required no utilities. As long as it's impossible to produce something from nothing costs are absolutely a barrier.

The actual question we debate is who should pay for people to go to college. If taxpayers are to bear the cost of forgiving student loans, shouldn't they have a say in how their money is used?

At least taxpayers should be able to decide what students will study on the public dime. If we're going to force taxpayers to foot the bill for college degrees, students should only study those subjects that are of greatest benefit to taxpayers. After all, students making their own choices in this respect is what caused the problem in the first place. We simply don't need more poetry, gender studies, or sociology majors. How do we know which subjects benefit society? Easy.

Average starting salaries give a clear indication of what type of training society needs its new workers to have. Certainly, there're benefits to a college major beyond the job a student can perform. But if we're talking about the benefits



to society, the only thing that matters is what the major enables the student to produce for society. And the value of what the student can produce is reflected in the wage employers are willing to pay the student to produce it.

A low wage for elementary school teachers, however, doesn't mean elementary education isn't important. It simply means there're too many elementary school teachers already.

Meanwhile, there're few who're willing and able to perform jobs requiring a petroleum engineering major, so the value of one more of those people is very high.

So we can have taxpayers pick up students' tuition in exchange for dictating what those students will study. Or we can allow students both to choose their majors and pay for their education themselves. But in the end, one of two things is true:

Either a college major is worth its cost or it isn't. If yes, taxpayer financing isn't needed. If not, taxpayer financing isn't desirable. Either way, taxpayers have no business paying for students' college education.

62. What does the author think of college students funding their education through loans?

- A. They only expect to get huge returns.
- B. They are acting in an irrational way.
- C. They benefit at taxpayers' expense.
- D. They will regret doing so someday.

63. What should students do if taxpayers are to bear their college costs?

- A. Work even harder to repay society.
- B. Choose their subjects more carefully.
- C. Choose majors that will serve society's practical need.
- D. Allow taxpayers to participate in college administration.

64. What does the author say about the value of a student's college education?

- A. It is well reflected in their average starting salary.
- B. It is to be proved by what they can do on the job.
- C. It is underestimated by profit-seeking employers.
- D. It is embodied in how they remove social barriers.

65. What message does the author want to convey in the passage?

- A. Students should think carefully whether to go to college
- B. Taxpayers should only finance the most gifted students.
- C. The worth of a college education is open to debate.
- D. College students should fund their own education.

第二节（共5小题；每小题2分，共10分）

根据短文内容，从短文后的七个选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

In a few decades, artificial intelligence (AI) will surpass many of the abilities that we believe make us special. \_\_\_66\_\_\_

One of the most significant pieces of news from the US in early 2017 was the efforts of Google to make autonomous driving a reality. According to a report, Google's self-driving cars clocked 1,023, 330 km, and required human intervention 124 times. That is one intervention about every 8,047 km of autonomous driving. But even more impressive is the progress in just a single year: human interventions fell from 0.8 times per thousand miles to 0.2, a 400% improvement. With such progress, Google's cars will easily surpass my own driving ability later this year.

Driving once seemed to be a very human skill. But we said that about chess, too. Then a computer beat the human world champion, repeatedly. The board game Go(围棋) took over from chess as a new test for human thinking in 2016, when a computer beat one of the world's leading professional Go players. \_\_\_67\_\_\_ I worry about my six-year-old son. What will his place be in a world where machines beat us in one area after another? He'll never calculate faster, never drive better, or even fly more safely. Actually, it all comes down to a fairly simple question: What's so special about us? \_\_\_68\_\_\_ So far, machines have a pretty hard time emulating creativity, arbitrary enough not to be predicted by a computer, and yet more than simple randomness.

Perhaps, if we continue to improve information-processing machines, we'll soon have helpful rational assistants. \_\_\_69\_\_\_ If I'm right, we should foster a creative spirit because a dose of illogical creativity will complement the rationality of the machine. Unfortunately, however, our education system has not caught up to the approaching reality. Indeed, our schools and universities are structured to mould pupils to be mostly obedient servants of rationality, and to develop outdated skills in interacting with outdated machines. We need to help our children learn how to best work with smart computers to improve human decision-making. \_\_\_70\_\_\_ Because if we aren't, we won't be providing much value in future ecosystems, and that may put in question the foundation for our existence.

- A. So we must aim to complement the rationality of the machine, rather than to compete with it.
- B. With computers conquering what used to be deeply human tasks, what will it mean in the future to be human?
- C. We must face our fears if we want to get the most out of technology and we must conquer those fears if we want to get the best out of humanity.
- D. This is a grand challenge for our age and it may require an "irrational" response.
- E. But most of all we need to keep the long-term perspective in mind: that even if computers will outsmart us, we can still be the most creative.
- F. It can't be skills like arithmetic, which machines already excel in.
- G. Professor Stephen Hawking has warned that the creation of powerful artificial intelligence will be "either the best, or the worst thing, ever to happen to humanity".

#### 第四部分：书面表达（共两节，35分）

##### 第一节（15分）

阅读下面短文，根据短文内容在答题卡相应题号后的横线上写下相关信息，完成对该问题的回答。

#### Living by the Rules

Almost every community in the real world has some form of rules. A community is a group of people who are united by a number of factors, including geography, language, and values that dictate acceptable behavior. So why do we have rules, and what makes people follow them?

Studies have suggested that the reason we don't like cheating and rule-breaking is because fairness is programmed into our brains. Tricomi et al. (2010) have found that the brain reacts in a particular way when we feel we are being treated unfairly. The study identified a reaction in a specific part of the brain when test subjects were given less money than others. A fair situation makes our brains respond in ways that lead to feelings of comfort and even happiness, but unfairness causes our brains to respond with negative feelings such as anger and pain. The study found that this also happened when subjects saw other people being treated unfairly. They concluded that fairness is a basic human need along with food and social contact.

Our sense of fairness depends on the influences in our culture, the situation we are in, and our own self-interest. If we have a feeling of fairness, it means that we consider different points of view. Regardless of the disagreement, people almost always need to compromise. But it can be difficult to arrive at a compromise when there are conflicting interests. This is why communities have rules that everyone must follow.

Social controls are an important factor in setting and following rules. They influence the way we behave, and can be internal or external. Internal controls come from within and are based on our values and fears. Most of us don't steal, for example, because we believe that theft is wrong. External controls include rewards and punishments. They do not come from within but are implemented by an authority. Rewards are designed to encourage people to act in the interest of the whole community, while punishments can prevent people from acting against the community's best interests, regardless of their values.

People need their communities to function smoothly. Because of this, humans most often behave in orderly and fair ways. If there were no rules, the majority of people would probably continue to interact positively, like the subjects in the online avatar study. However, there would always be a minority who would not, with serious consequences. This is why a society without rules is unlikely to become a reality any time soon—at least not in the real world.

71. What is the passage mainly about? (3分)

72. Why do researchers believe that fairness is a basic human need? (3分)

73. What is the difference between internal controls and external controls? (4分)

74. Would you like to live in a community with no rules? Why or why not? (5分)

(请务必将问题答案写在答题卡指定区域内)

## 第二节 (20分)

假设你是红星中学高三学生李华，最近学校正在举行“垃圾分类齐参与，美好家园你我行”的系列宣传活动。请给你班交换生 Jim 写一封邮件，谈论这个话题。内容包括：

1. 介绍你身边垃圾分类的现状；
2. 说明你对垃圾分类的想法；
3. 希望对方给出建议。

注意：1. 词数不少于 80；

关注北京高考在线官方微信：[北京高考资讯 \(ID: bj\\_gaokao\)](#)，获取更多试题资料及排名分析信息。

2. 开头和结尾已给出，不计入总词数。

提示词：垃圾分类：garbage classification

Dear Jim,

---

---

---

---

Yours,

Li Hua



## 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。



微信搜一搜

北京高考资讯