

成都市 2018 级高中毕业班第二次诊断性检测

英 语

本试卷分选择题和非选择题两部分。第 I 卷(选择题)1 至 8 页,第 II 卷(非选择题)9 至 10 页,共 10 页,满分 150 分,考试时间 120 分钟。

注意事项:

1. 答题前,务必将自己的姓名、考籍号填写在答题卡规定的位置上。
2. 答选择题时,必须使用 2B 铅笔将答题卡上对应题目的答案标号涂黑,如需改动,用橡皮擦擦干净后,再选涂其它答案标号。
3. 答非选择题时,必须使用 0.5 毫米黑色笔迹的签字笔,将答案书写在答题卡规定的位置上。
4. 所有题目必须在答题卡上作答,在试题卷上答题无效。
5. 考试结束后,只将答题卡交回。

第 I 卷 (100 分)

第一部分 听力(共两节,满分 30 分)

做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案转涂到答题卡上。

第一节(共 5 小题;每小题 1.5 分,满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项,并标在试卷的相应位置。听完每段对话后,你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What will the man do probably?
A. Prepare a presentation. B. Camp outdoors. C. Watch a movie.
2. When did the woman start to read the book?
A. At 6:30 PM. B. At 8:30 PM. C. At 8:35 PM.
3. Where are most probably the two speakers?
A. At home. B. In the dormitory. C. In a store.
4. What's the possible relationship between the speakers?
A. Classmates. B. Teacher and student. C. Family members.
5. How does the woman usually go to work?
A. On foot. B. By subway. C. By car.

第二节(共 15 小题;每小题 1.5 分,满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题,从题中所给的 A、B、C 三个选项中选出最佳选项,并标在试卷的相应位置。听每段对话或独白前,你将有时间阅读各个小题,每小题 5 秒钟。听完后,各小题将给出 5 秒钟的作答时间。每段对话或独白读两遍。

听第 6 段材料,回答第 6 至 7 题。

6. What position will Mr. Smith possibly be promoted to?
 A. News reporter. B. Advertising agent. C. Sales manager.
7. What does the man think of Mr. Smith?
 A. He is familiar with different positions.
 B. He isn't qualified for the new position.
 C. He has a good relationship with colleagues.
- 听第 7 段材料,回答第 8 至 9 题。
8. How much should the man pay for the commitment?
 A. \$ 400. B. \$ 2400. C. \$ 2800.
9. When does the man plan to visit the apartment?
 A. That morning. B. That afternoon. C. The next morning.
- 听第 8 段材料,回答第 10 至 12 题。
10. What do we know about Tom?
 A. He is on holiday.
 B. He is busy with a paper.
 C. He is accompanying his parents.
11. What makes it hard for the woman to go to the man's house?
 A. Heavy traffic. B. Poor driving skill. C. Unfamiliar transportation.
12. What will the woman most probably take to the man's house?
 A. Main dishes. B. A side dish. C. Soft drinks.
- 听第 9 段材料,回答第 13 至 16 题。
13. What does the man think of the movie?
 A. Absurd. B. Fantastic. C. Realistic.
14. Which role does the woman like most?
 A. The captain. B. The ship's doctor. C. The officer.
15. What do the two speakers agree on?
 A. The officer is strange. B. The plot is wonderful. C. The photography is fake.
16. What type of movie are the speakers talking about?
 A. A crime film. B. A comedy film. C. A science fiction film.
- 听第 10 段材料,回答第 17 至 20 题。
17. What activity will be held at the first week of the football season?
 A. A picnic. B. A dinner. C. A special presentation.
18. What will stay the same for the junior competition?
 A. The number of teams. B. The place for matches. C. The color players wear.
19. When will the games for senior competition be held?
 A. On Wednesday afternoons. B. On Saturday afternoons. C. On Sunday afternoons.
20. What's the purpose of the talk?
 A. To introduce an arrangement.
 B. To advertise a football season.
 C. To reach an agreement with parents.

第二部分 阅读理解(共两节,满分 40 分)

第一节(共 15 小题;每小题 2 分,满分 30 分)阅读下列短文,从每题所给的 A、B、C 和 D 四个选项中,选出最佳选项。

A

Training for Saving

First Aid at Work 3 days £ 279

Suitable for people aged 16⁺ who might need to provide first aid by responding to a wide range of accidents, injuries and illnesses that they could encounter in their workplace. Ideal for organizations whose needs assessment has identified a requirement for additional first aid training, especially, having employees with a disability or a medical condition.

Lunch break. Classroom setting. Certificate to issue.

AED with Life Support 2 days £ 107

Right choice for people, over 16, who want to learn how to use an automated external defibrillator (AED). First aid for unresponsive adults in addition. Currently available at our London, Edinburgh and Reading venues; however, you can organize a training session for a group of up to 15 people at your workplace by requesting a group booking.

Certificate valid for three years.

First Aid for Teachers Training 1 day £ 50

Specially designed for those working in a school environment and wishing to have the first aid skills to act in an emergency. Ideal for teachers and other school staff over 16. First aid skills to help a child who is unresponsive and breathing or not breathing, choking, having an allergic reaction or a head injury.

Not qualify the learner to act as a first aider.

Fire Marshal Training 4 days £ 364

Take this if you are over 16 and responsible for fire safety or appointed fire marshals in the workplace. Come to understand how a fire starts and spreads; how to assess and manage these risks; and how to use firefighting equipment. You must be physically able to carry out the practical elements of the course.

Role play. Classroom environment. Certificate.

21. What can be learnt in the course AED with Life Support?

- A. Steps to deal with massive injuries.
- B. Process of preventing a terrible fire.
- C. Operation of certain medical equipment.
- D. Treatment for an adult's mental problems.

22. Which course costs the most per day?

- A. First Aid at Work.
- B. AED with Life Support.
- C. First Aid for Teachers Training.
- D. Fire Marshal Training.

23. What do the four courses have in common?

- A. Providing certificates for trainees.
- B. Having the same requirement for age.
- C. Offering discount for group booking.
- D. Taking more than one day to complete.

B

North Americans value independence, and Europeans value togetherness. I never fully understood that stereotype until two months ago, when I left Canada for a 4-month period in a lab in France. On my first day, Pierre, a Ph. D. student, tapped me on my shoulder and asked: "Coffee?" I nodded and followed him to the common room, where other grad students were filing in. I sat there, cautiously sipping the bitter liquid and trying hard not to reveal my uncultured tastes, while lab chatter filled the air.

Coffee breaks are a ceremonial part of lab culture here. The chatter sometimes turns to serious scientific topics. But mostly, the meet-ups offer a chance to wind down, to share stories about life inside and outside the lab and to sympathize with people who understand what you're going through.

The lighthearted atmosphere and sense of community is a welcome contrast to my life in Canada, where I spent most of my workdays in isolation. I went into the lab each morning with set goals for my day. At lunch, I'd keep my eyes glued to my computer while I fed forkfuls of salad into my mouth, trying to power through my to-do list. For 9 months, I struggled to figure out why I couldn't exactly copy the results of another study. I didn't want to trouble my advisor too much. I was also hesitant to ask my labmates for help.

How much we were missing! Researchers need community because good ideas don't just come from reading literature and thinking deep thoughts. It's helpful to bounce ideas off others, and, to have a venue to share the day-to-day ups and downs of life.

Would coffee breaks have solved all my problems? Probably not. But I think sharing ideas with my peers would have helped solve my research dilemma. My time in France has taught me that it's important to create space for organic conversations about lab life. A scientist's life can feel isolating, but it's not necessarily so when you're connected to a supportive community.

24. How did the author feel when he drank coffee for the first time in France?

- A. A little nervous.
- B. Very happy.
- C. Somewhat excited.
- D. Quite curious.

25. What does Paragraph 2 mainly talk about?

- A. Cultural ceremonies in France.
- B. Various topics of the chatter.
- C. The benefits of coffee breaks.
- D. Lab culture in French style.

26. What was the author's life like back in Canada?

- A. Comfortable and fulfilled.
- B. Busy and lonely.
- C. Tense but satisfactory.
- D. Boring but healthy.

27. Why does the author write this passage?

- A. To introduce the coffee break in Europe.
- B. To explain the difference between cultures.
- C. To recall his personal experience in France.
- D. To convey the importance of a supportive circle.

C

A robot with a sense of touch may one day “feel” pain, both its own physical pain and sympathy for the pain of its human companions. Such touchy-feely robots are still far off, but advances in robotic touch-sensing are bringing that possibility closer to reality.

Sensors set in soft, artificial skin that can detect both a gentle touch and a painful strike have been hooked up to a robot that can then signal emotions, Asada reported February 15 at the annual meeting of the American Association for the Advancement of Science. This artificial “pain nervous system,” as Asada calls it, may be a small building block for a machine that could ultimately experience pain. Such a feeling might also allow a robot to “sympathize” with a human companion’s suffering.

Asada, an engineer at Osaka University, and his colleagues have designed touch sensors that reliably pick up a range of touches. In a robot system named Affetto, an realistic-looking child’s head, these touch and pain signals can be converted to emotional facial expressions.

A touch-sensitive, soft material, as opposed to a rigid metal surface, allows richer interactions between a machine and the world, says neuroscientist Kingson Man of the University of Southern California. Artificial skin “allows the possibility of engagement in truly intelligent ways”.

Such a system, Asada says, might ultimately lead to robots that can recognize the pain of others, a valuable skill for robots designed to help care for people in need, the elderly, for instance.

But there is an important distinction between a robot that responds in a predictable way to a painful strike and a robot that’s able to compute an internal feeling accurately, says Damasio, a neuroscientist also at the University of Southern California. A robot with sensors that can detect touch and pain is “along the lines of having a robot, for example, that smiles when you talk to it,” Damasio says. “It’s a device for communication of the machine to a human.” While that’s an interesting development, “it’s not the same thing” as a robot designed to compute some sort of internal experience, he says.

28. What do we know about the “pain nervous system”?

- A. It is named Affetto by scientists. B. It is a set of complicated sensors.
C. It is able to signal different emotions. D. It combines sensors and artificial skin.

29. What does the underlined word “converted” in Paragraph 3 probably mean?

- A. Delivered. B. Translated. C. Attached. D. Adapted.

30. What does Damasio consider as an interesting development?

- A. Robots can smile when talked to.
B. Robots can talk to human beings.
C. Robots can compute internal feelings.
D. Robots can detect pains and respond accordingly.

31. What can be the best title of the text?

- A. Machines Become Emotional B. Robots Inch to Feeling Pain
C. Human Feelings Can Be Felt D. New Devices Touch Your Heart

D

On a scale of 0 to 10, I'd say my happiness ranks at about 6. I'm glad to know I'm a 6, because, as a famous management saying puts it, "You can't manage what you don't measure." If you want to improve an aspect of your life, you need to be able to assess progress toward your goal — and that means measuring it.

The goal of this column is to help you manage and improve your happiness. A number of people have asked me whether quantitative happiness measures are really accurate and reliable — and it's a reasonable question. So let's take a look behind the curtain. But not just for intellectual curiosity; as you will see, understanding the measurement of happiness can itself make you better at improving your own well-being — and avoid some critical errors.

The best method scientists have to understand with confidence how something affects something else is a randomized, controlled trial. Think of the tests currently under way to find a vaccine for COVID-19. They take a long time because the drug companies with trial vaccines are conducting experiments that randomly assign people to a treatment group (they get the vaccine) and a control group (they get a placebo), and then waiting to see if the drug is effective and safe by comparing the two groups after enough time has passed.

In the research on happiness, this usually isn't possible. Want to know if people are truly happiest in Denmark, as some studies suggest, and test it with a randomized experiment? You would need to randomly take two groups out of their homes, move one group to Copenhagen, and the other to, say, Dayton, Ohio — but make sure they think it might be Copenhagen and never get the truth. Follow up a few years later to see who is happier. Obviously, that's ridiculous. So with randomized controlled trials largely not available to them, happiness researchers instead rely on self-reported happiness surveys, where large groups of people anonymously report their levels of life satisfaction. Then, the researchers use fairly complex statistical techniques to mimic(模拟) a controlled experiment in order to show how different aspects of people's lives affect — or at least are associated with — their happiness.

32. What does the underlined word "it" in Paragraph 1 probably refer to?

- A. An aspect of life. B. One's goal. C. Happiness. D. Progress.

33. Why is the test of COVID-19 vaccine mentioned in Paragraph 3?

- A. To introduce a latest medical breakthrough.
B. To show the difficulty in finding the vaccine.
C. To illustrate the process of randomized experiments.
D. To prove the impossibility of randomized researches on happiness.

34. Why is it hard to conduct research on happiness with randomized experiments?

- A. The experiment takes a long time.
B. It is difficult to analyze the data collected.
C. It is impossible to carry out the process strictly.
D. The subjects are unwilling to share their feelings.

35. Where is this text taken from?

- A. A magazine. B. A diary. C. A science report. D. A textbook.

第二节(共5小题;每小题2分,满分10分)

根据短文内容,从短文后的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。

Open a book by any philosopher and you'll probably read that a meaningful life has to involve achieving something difficult. That's because many philosophers are perfectionists when it comes to the meaning of life. It's not just philosophers, either. Perfectionism is one of the main reasons people tend to believe their lives are meaningless. 36 If they aren't doing something absolutely amazing, then life has no meaning.

37 So the conclusion is obvious: most lives are meaningless. Right? Not really. Dig a little deeper, and perfectionism falls apart. Actually you don't need to be a perfectionist about the meaning of life. Life would be fantastic if everything was perfect. But something doesn't need to be perfect to be fantastic. 38

For one, it's pretty inconsistently applied most of the time. People who are perfectionists about the meaning of life often don't apply it to other areas of their lives.

39 For example, perfectionists don't think they're a failure if they don't get a hundred percent on every test. So isn't it also absurd to apply that kind of standard to the meaning of life?

It doesn't end there. The demands that perfectionists place on themselves and others are actually really unrealistic. And that means they can only lead to disappointment. 40

It would be similarly odd to call one of your friends a huge failure because he can't achieve as much in a day as Superman. But that's exactly the logic perfectionism applies when it claims that our lives have to be extraordinary in some way to have meaning.

- A. They see life as all-or-nothing.
- B. We don't expect a dog to drive a car.
- C. This leads to lots of double standards.
- D. You're unlikely to be satisfied with any result.
- E. And there are actually a few problems with perfectionism.
- F. However, most of us aren't an Einstein or a Mother Teresa.
- G. They'd probably dismiss the ideas like that as absurd, in fact.

第三部分 语言知识运用(共两节,满分45分)

第一节 完形填空(共20小题;每小题1.5分,满分30分)

阅读下面短文,从短文后各题所给的A、B、C和D四个选项中选出可以填入空白处的最佳选项。

Sophie, 13, won the 2019 New Zealand's "Think kind" competition for students. "I 41 a beach clean-up, because it really 42 me that marine (海洋的) life is hurt by thoughtless decisions of humans."

Sophie saw 43 on the sea floor while snorkeling (徒手潜水). "It was the first time I'd seen marine life 44 among plastics."

It was the trigger of her act. "We weren't taking enough 45. Everyone needs to do their 46, otherwise we're going to 47 our planet."

Sophie turned to media to get her 48 out and ask for volunteers at the clean-up. To her surprise, more than 200 people turned up. 200 kilograms of rubbish were 49 that day. "It was horrible. We knew rubbish was there but we didn't realize how 50 until we started collecting."

Once ecological (生态的) 51 had hit Sophie, it hit hard. On her 14th birthday, she decided to celebrate differently. 52 holding a party creating waste, she decided to 53 it. On her "party", Sophie and her friends 54 to pick up the rubbish that 55 along the river bank near the town.

"If there is one thing everyone could do, it is to '56 after yourself'," says Sophie. "It's hard for some families to 57 plastic alternatives, but just not buying things wrapped in plastic will help." She suggests using 58 materials like metal straws. "When there are more 59 on the market, it will be 60 for individuals to make a change."

- | | | | |
|--------------------|--------------------|---------------|----------------|
| 41. A. improved | B. held | C. planned | D. supported |
| 42. A. interests | B. impresses | C. puzzles | D. bothers |
| 43. A. rocks | B. creatures | C. garbage | D. plants |
| 44. A. increasing | B. living | C. dying | D. eating |
| 45. A. advice | B. time | C. patience | D. action |
| 46. A. favour | B. part | C. work | D. role |
| 47. A. adjust to | B. devote to | C. let down | D. put down |
| 48. A. message | B. stories | C. concept | D. approaches |
| 49. A. recycled | B. buried | C. sold | D. collected |
| 50. A. smelly | B. tough | C. much | D. far |
| 51. A. awareness | B. disaster | C. imbalance | D. development |
| 52. A. In spite of | B. For the sake of | C. Instead of | D. Because of |
| 53. A. store | B. make | C. sort | D. reduce |
| 54. A. managed | B. expected | C. continued | D. claimed |
| 55. A. wanders | B. runs | C. disappears | D. accumulates |
| 56. A. pick up | B. set up | C. turn up | D. back up |
| 57. A. avoid | B. afford | C. select | D. protect |
| 58. A. reusable | B. advanced | C. valueless | D. inexpensive |
| 59. A. inventions | B. sellers | C. options | D. creations |
| 60. A. better | B. easier | C. happier | D. longer |

第Ⅱ卷 (50分)

注意事项:用0.5毫米黑色笔迹的签字笔将答案写在答题卡上。写在本试卷上无效。

第三部分 语言知识运用

第二节(共10小题;每小题1.5分,满分15分)

阅读下面短文,在空白处填入1个适当的单词或括号内单词的正确形式。

The Book of Songs, also known as *Shi Jing*, is the oldest existing 61 (collect) of Chinese poetry. Three years ago, when Chinese musician Fang Jinlong read *Shi Jing*, he was interested in the stories told through the poems. Because he couldn't 62 (full) understand the ancient Chinese language 63 (use) in the poems, he turned to experts whose elaboration further attracted him to explore the poems.

Then he decided to portray the poems with musical language by inviting composer Ma Jiuyue 64 (create) an album. Titled *Music and the Book of Songs*, the album was released on Jan 18, 65 (feature) 10 original songs composed by Ma. They 66 (perform) by Fang and won great popularity.

The 10 songs are based on 10 poems from *Shi Jing*, including *Qiong Yao*, which conveys gratitude to people who are eager to help others, *Swallows*, which 67 (send) farewell messages to friends and *Jia Yu*, which portrays the scenes of a joyful banquet.

"Young people gave warm feedback about traditional Chinese music 68 they had watched my performance. It inspired me to create more works for them, which helps popularize traditional Chinese music," says Fang.

"The 10 pieces sound 69 (enjoy) and easy. For the listeners, it's a fresh way to comprehend poems from *Shi Jing*," says Ma. "We spent three years working on 70 project. There are so many meanings in the poems and we want to display them as deep as possible with music," Ma says. "It's our mutual goal to have traditional Chinese music reach a wider audience."

第四部分 写作(共两节,满分35分)

第一节 短文改错(共10小题;每小题1分,满分10分)

假定英语课上老师要求同桌之间交换修改作文,请你修改你同桌写的以下作文。文中共有10处语言错误,每句中最多有两处。每处错误仅涉及一个单词的增加、删除或修改。

增加:在缺词处加一个漏字符号(Λ),并在其下面写出该加的词。

删除:把多余的词用斜线(\)划掉。

修改:在错的词下划一横线,并在该词下面写出修改后的词。

注意:1. 每处错误及修改均仅限一词。

2. 只允许修改 10 处,多者(从第 11 处起)不计分。

Today I went out with my friend Ann for lunch at a restaurant. It is a pretty specially one, what is called "Signs Restaurant". In order to make the order for food, you have to use sign language. All the waiters and waitresses are without hearing. The waitress who served us was amazed. She taught we a bunch of signs while we had waited for our food. She was patient for me as I tried. My friends helped me out a little, either. The waitress said I did a good job. I feel inspired now take an ASL course and will do so next year. I will do some learning online before the course starts. I just can't wait.

第二节 书面表达(满分 25 分)

假定你是高三学生李华。你的英国朋友 Peter 正在做一项关于中国高三学生做家务的调查,想了解你的情况,请给他回一封邮件,内容包括:

1. 你平时做家务的情况;
2. 你对高三学生做家务的看法。

注意:

1. 词数 100 词左右;
2. 可适当增加细节,使行文连贯。

Dear Peter,

Yours,

Li Hua

英语参考答案及评分意见

第一部分 听力(满分 30 分)

1~5 AACAB 6~10 CBBCB 11~15 CBABA 16~20 CACBA

评分标准:1-20 小题,每小题 1.5 分。

第二部分 阅读理解(满分 40 分)

第一节(满分 30 分)

21~25 CABAC 26~30 BDDDB 31~35 BDCCA

评分标准:21-35 小题,每小题 2 分。

第二节(满分 10 分) 36~40 AFECB

评分标准:36-40 小题,每小题 2 分。

第三部分 语言知识应用(满分 45 分)

第一节 完形填空(满分 30 分)

41~45 BDCBD 46~50 BCADC 51~55 ACDAD 56~60 ABACB

评分标准:41~60 小题,每小题 1.5 分。

第二节(满分 15 分)

61. collection 62. fully 63. used 64. to create 65. featuring
66. were performed 67. sends 68. after 69. enjoyable 70. the

评分标准:61-70 小题,每小题 1.5 分。有任何错误,包括用词错误、单词拼写错误(含大小写)或语法形式错误,均不给分。

第四部分 写作(满分 35 分)

第一节 短文改错(满分 10 分)

Today I went out with my friend Ann for lunch at a restaurant. It is a pretty specialy special one, what is called "Signs Restaurant". In order to make the order for food, you have to use which an sign language. All the waiters and waitresses are without hearing. The waitress who served us was amazed. She taught we a bunch of signs while we had waited for our food. She was amazing us patient for me as I tried. My friends helped me out a little, either. The waitress said I did with friend too

some learning online before the course starts. I just can't wait.

评分标准:有任何错误,包括用词错误、单词拼写错误(含大小写)或语法形式错误,均不给分。

第二节 书面表达(满分 25 分)

一、各档次语言要点配分参考标准

档 次	要点数	要点分	语言要点表达情况划档依据
第五档	5	21~25	语言基本无误,行文连贯,表达清楚
第四档	4	16~20	语言有少量错误,行文基本连贯,表达基本清楚
第三档	3	11~15	语言有一些错误,尚能表达
第二档	2	6~10	语言错误很多,影响表达
第一档	1	0~5	只能写出与要求内容有关的一些单词

二、内容要点认定及计分参考标准

1. 恰当的开头(阐述清楚、表达正确,计 2 分);
2. 写信的目的(阐述清楚、表达正确,计 3 分);
3. 你做家务的情况(阐述清楚、表达正确,计 9 分);
4. 你对高三学生做家务的看法(阐述清楚、表达正确,计 8 分);
5. 恰当的结尾(阐述清楚、表达正确,计 3 分)。

三、扣分参考依据

1. 其表达未能达成正确句意的,不给分,如:写出了主语或谓语等关键词,但未能达成符合要点要求、意义正确的句子;
2. 句子结构完整、但关键点出现错误或漏掉部分关键词,扣半个要点分,如:主谓一致错误,或关键词拼写错误(如主语,关键性名词等),或谓语动词时态/语态错误等;
3. 凡使用铅笔答题、或答题中使用了涂改液或不干胶条,一律不给分;
4. 凡多次出现非关键性单词拼写错误或其它同类错误,原则上每 4 处扣 1 分;
5. 文章内容要点全面,但写出了一些多余内容(连接或过渡词句不在此列),原则上不扣分;
6. 凡书写超出规定的答题区域,全卷不给分;
7. 书写潦草凌乱、但基本不影响阅卷的,酌情扣卷面分 1~2 分。

四、One possible version(略)

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。



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