

2026 届高三一轮复习第一次调研考试

英语参考答案及评分意见

听力

1-5 CCBA 6-10 BABCC 11-15 CBABC 16-20 ABACB

阅读

A 篇 本文是一篇应用文。文章介绍了由美国大学建筑学院协会主办的 2026 年钢铁设计竞赛。

21. C 细节理解题。根据第一段最后两句可知,10 个获奖作品将在 2027 年 ACSA 年会上表彰和展出。10 名获奖者将分别获得 1,000 美元的现金奖励。所以该比赛的奖金总额为 10,000 美元。
22. B 细节理解题。根据文中对两个竞赛类别的描述可知,类别 II 允许学生选择除社区舞蹈中心以外的任何建筑类型,而类别 I 专门设计社区舞蹈中心,因此建筑类型的灵活性是类别 II 和类别 I 的主要区别。
23. D 细节理解题。根据 Submission Requirements 部分第二句可知,参加比赛的学生或团队必须有一名导师,并由导师在 2026 年 4 月 8 日之前完成在线注册。

B 篇 本文是一篇议论文。文章指出家长以取消孩子热衷的摔跤训练作为对其成绩差的惩罚实为错误的激励方式。研究指出,苛责孩子的短板无效,应聚焦“能力岛”——发掘并培养其优势领域,进而推动其全面成长。

24. A 推理判断题。根据第二段第一句可知,作者听过许多这样的对话,所以很熟悉这位母亲的想法。再结合本段最后一句:然而,“我”与孩子相处的经验,以及大量关于韧性的研究,教会了“我”一个宝贵的教训:当孩子落后时,通过拿走他们最关心的东西来惩罚他们,并不是激励他们的方式。由此可知,作者认为这位母亲的做法他很熟悉但是认为不明智。
25. B 细节理解题。根据第三段第二、三、四句可知,目前很多家庭更多地关注孩子的不足和弱点(如成绩单上的最低分),而非他们的优势。
26. C 细节理解题。根据第三段中的“*It's to recognize and build on their strengths—to identify what experts in child development call ‘islands of competence.’*”以及第四段第一句“*That term suggests that every child possesses distinct areas of ability,*”可知,“能力岛”指的是孩子的优势或特长领域。
27. D 推理判断题。通读全文,作者通过结合自己的工作经验和相关研究分析育儿误区,强调应识别并培养孩子的优势,以此激励并推动他们全面成长。

C 篇 本文是一篇说明文。文章介绍了黄石公园中灰狼群的重新引入如何帮助山杨树恢复生长,并强调了恢复大型食肉动物对生态系统平衡的重要生态效益。

28. D 推理判断题。根据第二段中的“*Gray wolves had disappeared from Yellowstone National Park by 1930... Without wolves, populations of deer grew quickly...*”可知,1930 年前灰狼群并未消失,鹿群数量受自然控制;1930 年灰狼群消失后,鹿的数量快速增长,因此可推断 1930 年前灰狼与鹿共存。
29. B 词句猜测题。根据第四段中划线句后内容可知,鹿的数量减少了,但是最近几年野牛数量增加了,并且狼难以捕食它们,这给山杨树生长带来新的限制,因此推断划线句意为“山杨树还不能脱离生存险境”。
30. A 推理判断题。根据最后一段中的“*While reintroducing carnivores raises important challenges around human-wildlife coexistence, this work brings the significant ecological benefits in the long run.*”可知,Spracklen 教授承认恢复食肉动物会带来一些重大的挑战(如人兽冲突),但他更强调这所带来的生态意义,因此教授的态度为“支持的”。
31. B 主旨大意题。通读全文可知,文章主要讲述黄石公园中灰狼群的重新引入对山杨树生长的影响以及其对生态系统产生的积极效果。因此,选项 B“灰狼的回归恢复了山杨树”最适合作为本文标题。

D 篇 本文是一篇说明文。文章介绍了研究人员发明了一种新型灭火工具。

32. D 细节理解题。文章第一段提到传统灭火方式(水或泡沫)会造成混乱并破坏周围环境,为解决这一问题,工程师们制造出一种新型手持工具。
33. A 推理判断题。文中第二段以吹灭生日蜡烛为例,解释了空气灭火的原理:快速气流通过将热量与燃料分

离,阻止火焰复燃。虽然文中对比了吹蜡烛和吹篝火的不同效果,但核心是为了说明这款新设备就像是放大版的生日蜡烛戏法,它们使用的是相同的“空气灭火的原理”。

34. C 细节理解题。根据第四段最后两句可知,这种装置最大的优点之一是它可以让消防员从更安全的距离扑灭火焰,减少受伤的风险。由于涡流环可以将化学物质携带到很远的地方,消防员不需要危险地靠近火场。

35. C 细节理解题。根据最后一段可知,研究人员还认为,这种设备可以通过智能传感器和图像分析进行改进,使其在探测不同类型的火灾时更加精确。因此可知,研究人员希望和这个新设备更智能,更精准。

七选五 本文是一篇说明文,介绍了韧性的定义及其对健康和幸福的影响。

36. B 上文描述了作者的妹妹是乳腺癌幸存者,她个人在她的一生中经历了重大的损失。下文提到她的故事引发了作者对韧性的思考。B项(但她总是表达喜悦和感恩)承接上文对妹妹的描述,并引出下文对韧性的讨论,符合语境。

37. F 上文给出了韧性的定义,F项(像我妹妹这样有韧性的人会找到调节和前进的方法)呼应上文的定义,并引出下文韧性的益处,符合逻辑。

38. G 上文提到研究表明,越有韧性的人患某些疾病的几率越低,免疫系统功能也越强。G项(此外,有韧性的人通常会采取更健康的生活方式),承接上文说明更健康的生活方式,下文举例说明,符合语境。

39. E 上文讨论了韧性在心理和情感方面的益处,提到有韧性的个体更能应对压力,并保持积极态度。下文提到这种情绪上的韧性如何增强心理健康,并改善人际关系、生产力和生活质量。E项(这有助于他们在面对逆境时培养更大的力量)承接上文的心理益处,符合逻辑。

40. D 本段详细说明了韧性的社交方面益处。D项(从社会方面看,韧性增强了人际关系)引出下文对韧性在社交方面的详细描述,符合语境。

完形填空 本文是一篇记叙文。文章讲述了作者从避免参与体育运动到因社区活动而勇敢尝试新事物的经历,强调了尝试新事物和社交的重要性。

41. A 考查形容词。作者成长于重视音乐的家庭,将来想成为一名专业歌手,因此,作者在音乐方面有竞争意识,这与体育领域的竞争意识形成对比。

42. B 考查名词。作者选择了坐在观众席,大家都知道她不参与体育运动。倒数第二段“Emily can do sports.”也有呼应。

43. C 考查动词。作者选择了坐在观众席,远离快球,这表明她与运动保持了一定的距离。

44. D 考查名词。作者远离比赛区域意味着她能确保安全,不会受伤。

45. C 考查动词。在土耳其安卡拉,作者需要建立新的社交圈。

46. C 考查形容词。作者需要参与社区中流行的网球运动,以获得活跃的“社交”生活。

47. A 考查动词。作者通过提醒自己喜欢尝试新事物来鼓励自己,cheer sb. on 鼓励某人。

48. B 考查名词。经过与孩子们的练习,作者获得了加入 Cardio Tennis 团队的信心。

49. A 考查动词。尽管作者对队员的出色技能感到“畏惧”,但在他们的鼓励下决定坚持参与。下文中的 fear 是提示。

50. B 考查副词。作者在他们团队的支持下“最终”克服了恐惧。

51. C 考查形容词。观众席中的座位就像一个盾牌,以防自己显得“虚弱”或无经验。

52. D 考查名词。通过参与比赛,作者发展了一种“成就”感。

53. C 考查形容词。作者可能永远无法超越普通“业余”选手的水平,但愿意尝试和练习。

54. A 考查动词短语。作者愿意继续出现并参与比赛,因此选择“show up”(出现)。

55. D 考查名词。作者已明白,真正的胜利并非在于完美,而在于勇于参与的“勇气”。

语法填空 本文是一篇新闻报道。文章介绍了国际志愿者们在平遥县参与建筑遗产保护,修复住所砖块并参观古城寺庙的活动。

56. an 考查冠词。泛指一个古老的住所,因“ancient”以元音音素开头,故填“an”。

57. carefully 考查副词。修饰动词“restoring”,说明动作方式,故填副词“carefully”。

58. conservation 考查名词。此处应用名词形式作宾语,故填“conservation”。
59. surrounding 考查形容词。修饰名词“walls”,表示“周围的墙”,故填形容词“surrounding”。
60. landmarks 考查名词。根据后面的举例说明可知,此处用复数形式,故填“landmarks”。
61. who 考查定语从句。先行词“26-year-old Aurore Franche”在非限制性定语从句中作主语,指人,故填“who”。
62. to gain 考查非谓语动词。表示加入项目的目的,故填不定式“to gain”。
63. requiring 考查非谓语动词。句中有谓语动词 is, 此处应用非谓语形式,require 和逻辑主语“Cultural heritage preservation”是主动关系,应用-ing 形式。
64. to 考查介词。pass on to 传递……给……。
65. were fuel(1)ed 考查动词时态语态和主谓一致。主语“studies”与“fuel”是被动关系,且是复数,故填“were fuel (1)ed”。

书面表达

Short Videos: Helpful or Harmful to Students?

As the popularity of short videos increases, a critical question arises: Are short videos helpful or harmful to students? The answer lies not in labeling them as “good” or “bad”, but in how students choose to use them.

On one hand, short videos can be powerful tools for students' learning and growth. Beyond academics, short videos also broaden students' horizons, boosting their confidence and social skills. On the other hand, short videos pose significant risks if misused. The biggest challenge is their addictive nature, which not only harms academic performance but also disrupts sleep, leading to tiredness and poor focus in class.

To use them well, we students should choose carefully: pick study videos like English learning or fun science facts. Also, set a time limit—maybe 20 minutes a day. If we use short videos as learning tools, not just for fun, they can really help us!

读后续写

Arriving at Lily's home, I found her waiting by the door in a wheelchair. Tears streaming down, Lily was extremely sad by hearing of her mother's news. I called a taxi immediately. Gently helping her into the taxi and putting away her chair, the driver drove us fast to the hospital. At the emergency room, I asked a nurse about Lily's mom. The nurse said kindly, “She's okay now,” and led us to a room. Lily's cry was incredibly sad as she moved to her mother's bedside. Seeing Lily holding her mother's hand tightly, I felt a sense of sadness.

The next day when I returned to school, I had an idea to help Lily. My school had a tradition of supporting people facing difficulties. I approached our head teacher to share Lily's story. To my delight, our teacher immediately approved my plan. In the following days, we organized bake sales, launched a donation campaign, and arranged a sponsored walk around the school field. Seeing overflowing donation boxes and classmates eager to make contribution, I felt a feeling of pleasure and satisfaction. When I visited Lily's family weeks later, the grateful smiles of Lily and her recovering mother made every effort worthwhile.

书面表达

各档次的给分范围和要求:

第四档(13分~15分)

完全完成了试题规定的任务。

- 1) 内容完整,条理清楚;
- 2) 交际得体,表达时充分考虑到了交际对象的需求,体现出较强的语言运用能力;
- 3) 完全达到了预期的写作目的。

第三档(9分~12分)

基本完成了试题规定的任务。

- 1) 内容、条理和交际等方面基本符合要求;

- 2) 所用语法和词汇满足了任务的要求；
- 3) 语法或用词方面有一些错误,但不影响理解；
- 4) 基本达到了预期的写作目的。

第二档(4分~8分)

未恰当完成试题规定的任务。

- 1) 内容不完整；
- 2) 所用词汇有限,语法或用词方面的错误影响了对写作内容的理解；
- 3) 未能清楚地传达信息。

第一档(1分~3分)

未完成试题规定的任务。

- 1) 写了少量相关信息；
- 2) 语法或用词方面错误较多,严重影响了对写作内容的理解。

不得分(0分)

未传达任何信息;写的内容与要求无关。

读后续写

各档次的给分范围和要求:

第五档(21~25分)

- 1) 与所给短文融洽度高,与所提供各段落开头语衔接合理；
- 2) 所使用语法结构和词汇丰富、准确,可能有些许错误,但完全不影响意义表达；
- 3) 有效地使用了语句间的连接成分,使所续写短文结构紧凑。

第四档(16~20分)

- 1) 与所给短文融洽度较高,与所提供各段落开头语衔接较为合理；
- 2) 所使用语法结构和词汇较为丰富、准确,可能有些许错误,但不影响意义表达；
- 3) 比较有效地使用了语句间的连接成分,使所续写短文结构紧凑。

第三档(11~15分)

- 1) 与所给短文关系较为密切,与所提供各段落开头语有一定程度的衔接；
- 2) 应用的语法结构和词汇能满足任务的要求,是有一些错误,但不影响意义表达；
- 3) 应用简单的语句间连接成分,使全文内容连贯。

第二档(6~10分)

- 1) 与所给短文有一定的关系,与所提供各段落开头语有一定程度的衔接；
- 2) 语法结构单调、词汇项目有限,有些语法结构和词汇方面的错误,影响了意义的表达；
- 3) 较少使用语句间的连接成分,全文内容缺少连贯性。

第一档(1~5分)

- 1) 与所提供短文和开头语的衔接较差；
- 2) 语法结构单调、词汇项目很有限,有较多语法结构和词汇方面的错误,严重影响了意义的表达；
- 3) 缺乏语句间的连接成分,全文内容不连贯。

不得分(0分)

白卷、内容太少无法评判或所写内容与所提供内容无关。

听力原文**Text 1**

M: Hi, Sarah. I went to an art exhibition yesterday!

W: Did you go with your family? Or was it a class trip?

M: Neither. My friend Paul who lives next door asked me to go with him and his family.

Text 2

M: I'd like to buy a computer with a price ranging from 3,500 to 5,000 *yuan*.

W: Well, we have a series of computers that vary in price. How about this one? It's our best-selling product. 450 *yuan* less than the highest amount you're willing to spend.

M: OK. I will take it.

Text 3

W: My grandmother was ill last week, and this week I have an important exam. I'm stressed out. How do you stay calm at times like this?

M: Well, I often take up running or hiking during the stressful moments. It helps me clear my mind.

W: Thanks, that's not a bad idea.

Text 4

W: Hey, Jack, how was your weekend?

M: It could have been much better if it hadn't rained.

W: Oh, what a pity! So you didn't go for a picnic as planned?

M: No. Instead we saw a newly-released movie. It was supposed to be entertaining, but it turned out to be quite dull.

Text 5

M: Excuse me, where can I find the manager?

W: Go straight to the end of the hallway and then turn right. You'll see the meeting room on the left. The manager is there interviewing some job applicants. Are you here for the interview too?

M: Yes, I'm really interested in the position.

W: Good luck then.

Text 6

W: Hi, I have an appointment for car maintenance. My name is Monica.

M: I'm sorry, Ms. Monica, but we're pretty busy now. We might not be able to get to your car until the early evening. Would you like to put it off to tomorrow morning if you don't want to wait that long?

W: Oh, I'm going out of town then. Driving, actually. That's why I scheduled my appointment for this afternoon. Is there anything you can do to speed up the process?

M: Let me see... Our records say you don't really need an oil change yet. That means we can get the job done more quickly.

W: That sounds good.

Text 7

W: Hello. I purchased tickets online for your exhibit this Saturday, but the marathon held in the city center will cause transportation difficulties. It will be hard for me to get to the museum. How can I cancel the visit and get my money back?

M: According to the museum's policy, if your travel plans change, you may cancel your visit on our booking system and get your entrance fee back. But a cancellation fee will be charged in most cases, unless you are experiencing a significant schedule change or an exhibition cancellation.

W: Could I change the tickets?

M: Yes, you can do that on the official website. Actually, if you plan to visit more times in the near future, a membership, especially the VIP card, would bring big cost saving for you.

W: Oh, I have too many financial burdens at the moment. Maybe in the future I'll consider it. Thanks for your suggestion though.

Text 8

M: Hi, this is John Smith speaking.

W: Hi, I'm Lisa White. I've just moved here and I'm interested in joining a drama club. I heard about your club from Tom Green. I work with him and he mentioned you're the leader of Maplewood Drama Club. Can I learn more about the club?

M: Yes, our club began in 1957. We currently have around 60 members. Our youngest member is 10 years old, and our oldest is 78. By the way, tell me a bit about yourself.

W: Well, I've done some acting before. I was in a few musical dramas when I was in college and a historical play more recently.

M: We mostly perform comedy plays. Our audience really enjoys them.

W: Oh, can I go for an interview?

M: Yes, we just had a tryout last Tuesday. We'll have more opportunities at our next club meeting, which is in two weeks. There will be another chance two weeks after that.

W: Alright, I can come to your next club meeting.

Text 9

W: Hello, Mark, thank you for being here to share your experience of studying at Gramwell University. I'm sure many of our listeners will think of applying next year.

M: Thanks, it's my pleasure.

W: First of all, why did you choose Gramwell University?

M: I wanted to go to a different city and Gramwell is really one of the best places to study law nationwide, so I went for it and my parents supported me.

W: And what's it like, studying law?

M: People told me before I would find it very stressful initially. It hasn't been too bad, though—I've really enjoyed the challenge. The more you put in, the better you do.

W: Do you have a part-time job?

M: Yes, I share a flat with others, and I need to pay the rent.

W: And finally, what are your teachers like? Are they helpful?

M: I must admit I was a bit scared of them when I first arrived. But after chatting with them, I found most of the teachers enjoy getting to know their students. And I also benefit a lot from their valuable insights. So, I recommend students have more and effective communication with their teachers.

W: Thank you, Mark. Good luck with your studies!

Text 10

Dear students! We are excited to invite you to our upcoming Summer Camp, a unique opportunity to explore, learn, and make unforgettable memories. The theme for this year is "Nature and Discovery", focusing on outdoor activities and environmental awareness.

The camp will run from July 15th to July 30th at the beautiful Green Valley Resort. Campers will engage in hiking, camping, and workshops designed to enhance leadership and survival skills. Notably, our program includes a special session on wildlife conservation, led by local experts, which promises to be both educational and inspiring. To ensure a rich and diverse experience, we have planned interactive games, creative challenges and nightly campfire parties where stories and songs will bring us closer.

Please submit your application by May 30th to secure your spot. More details and the application form can be found on our school website. We look forward to an exciting summer filled with adventure and new friendships. Don't miss out on this chance to grow and have fun in the great outdoors!