

2026 年深圳市高三年级第一次调研考试

英 语

2026. 3

试卷共 8 页，卷面满分 120 分，折算成 130 分计入总分。考试用时 120 分钟。

注意事项：

1. 答卷前，考生务必用黑色字迹钢笔或签字笔将自己的姓名、班级、准考证号填写在答题卡上。用 2B 铅笔将试卷类型（A）填涂在答题卡相应位置上。将条形码横贴在答题卡右上角“条形码粘贴处”。
2. 作答选择题时，选出每小题答案后，用 2B 铅笔把答题卡上对应题目选项的答案信息点涂黑；如需改动，用橡皮擦干净后，再选涂其他答案，答案不能答在试卷上。
3. 非选择题必须用黑色字迹钢笔或签字笔作答，答案必须写在答题卡各题目指定区域内相应位置上；如需改动，先划掉原来的答案，然后再写上新的答案；不准使用铅笔和涂改液。不按以上要求作答的答案无效。
4. 考生必须保持答题卡的整洁。考试结束后，留存试卷，交回答题卡。

第二部分 阅读（共两节，满分 50 分）

第一节（共 15 小题；每小题 2.5 分，满分 37.5 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。

A

The International Linguistics Olympiad (IOL) is a competition for pre-university students, held in a different country each year since 2003. It challenges participants, both individually and in teams, to solve linguistic (语言学的) puzzles. To compete at the IOL, no special knowledge is required; only basic language concepts, logic, patience, and creative thinking. Try this beginner sample to see if the IOL is right for you.

A Puzzle

The names of some South American countries are written in Georgian (格鲁吉亚语) with their English translations:

ბრაზილია	Brazil
პერუ	Peru
ურუგვაი	Uruguay

Q: What is the English name of this country “არგენტინა”?

The Solution

- The Georgian forms of “Peru” and “Uruguay” have the same number of letters as their English names, showing a direct letter match.
- The repeated U in “Uruguay” further confirms Georgian is written left-to-right.
- “Brazil” has fewer letters than the Georgian version, but thanks to the two other names, we already know: რ→R, ა→A, გ→G, ე→E.
- With these letters, the pattern არგენტინა can be translated as “A R G E _ _ _ _ A,” which is “Argentina.”

Contest Rules

- Each individual contestant or team must choose a working language for their problems and solutions, a choice that cannot be changed less than two weeks before the Olympiad begins.
- The individual contest involves solving five problems in six hours, whereas the team contest features one problem with two hours less.

- Unless instructed, giving multiple answers will receive zero marks. Besides, a detailed explanation is required for each answer; failure to provide one will result in a lower score.

Awards

The team contest will award up to one gold, two silver, and three bronze medals. In the individual contest, the number of gold, silver, and bronze medals awarded shall be in the ratio 1:2:3, with the total number of medals being between one quarter and one third of the contestants. Click [here](#) to find out other awards.

21. Which is essential to solve the sample puzzle?
 - A. Linguistic fluency.
 - B. Reasoning ability.
 - C. Geographic knowledge.
 - D. Mathematical calculation.
22. What is different about the rules for the individual and team contest?
 - A. The duration of the competition.
 - B. The deadline for language choice.
 - C. The result of giving multiple answers.
 - D. The requirement for answer explanations.
23. If there are 240 individual contestants, how many medals could be awarded in total?
 - A. 40.
 - B. 54.
 - C. 72.
 - D. 84.

B

This summer, I came face-to-face with three deep-rooted fears: heights, bears, and ageing.

Two friends joined me on a four-day wilderness getaway, and since we were all in our seventies, we decided we'd better go while we still could. Our adventure began with a scary drive up a winding mountain road.

On one hike, I found myself hanging onto a wire on a bridge made of two partly rotten (腐烂的) logs, suspended high above rushing rapids. I would never have attempted it without our guide ahead, mouthing encouraging words. Fixing my eyes on her boots, I inched along the shaky logs. Somehow, I made it across, flooded with a rush of intense excitement and huge relief.

Later, after spotting bear tracks, we were told to make loud noises, which soon became a game once the tension faded.

Until suddenly, time stood still.

We had just crossed a stream when the guide whispered, “There’s a bear.” I looked up in disbelief and saw not one, but two, about ten meters above us—the brown mother in front, her cub behind.

Though scared speechless, I couldn't help noticing how beautiful they looked in their natural setting. I wondered if it would be my last memory. As they started towards us, we recovered enough to shout and wave our hiking poles. Taken aback, they stopped, and then slowly turned away. Another fear was overcome!

On our final morning, after a quiet, thoughtful walk through the forest, we were asked to bring back a “meaningful” stick, rock, and leaf to share what would “stick” with us, what “rocked,” and what we would “leaf” behind. The bond of friendship would stick with me. Women supporting one another truly rocked. And I hoped to leave some fears behind.

Our guide ended by expressing her admiration, praising not only our fitness but also our positive attitude, and saying she hoped to be like us in another thirty or forty years. Those unexpected words warmed my heart and eased my fear of being “over the hill.” Being valued for what we had accomplished felt like winning an Olympic medal—even if just for participation.

24. How did the author cross the bridge?

- A. By taking mindful steps.
- B. By rushing across it bravely.
- C. By using her sense of direction.
- D. By having the guide drag her over.

25. Why did the bears leave?

- A. They were attracted by the natural setting.
- B. They were afraid of the noise of the rapids.
- C. They were surprised at the group’s actions.
- D. They were threatened by the guide’s rocks.

26. Why did the guide ask them for a stick, rock, and leaf?

- A. To pick up some souvenirs.
- B. To reflect on the journey.
- C. To symbolize their teamwork.
- D. To check their observation skills.

27. What does the underlined phrase “over the hill” in the last paragraph mean?

- A. Past the peak of youth.
- B. Too high to go down.
- C. Out of place in society.
- D. Beyond physical limits.

C

Researchers from the University of Buenos Aires have successfully used a robotic tutor to teach the male *chingolo*, a kind of small bird in South America, a song that was once part of the species’ culture but had been lost for more than half a century.

Male *chingolos* learn their unique, two-second melody from adult males. “It is a distinctive song—like a fingerprint, but learned,” says one of the researchers. “It serves to attract females and protect territory. It is the bird’s way of saying, ‘This is me, and here I am.’” However, urbanization and habitat loss have broken this learning chain, causing local song “dialects” to disappear.

Driven by this problem, researchers took on a pioneering task: bringing back a song that had disappeared from the wild—known only from a musical record made in the 1960s—to a population of *chingolos*.

Using physics-based modeling of the bird’s vocal tract (声道), the team first created an accurate artificial version of the lost song. They then engineered this model into a physical device designed to broadcast the forgotten melody—a “robotic tutor.” This artificial song was introduced to the *chingolos* in the park during their critical learning period from October to February. The sessions took place during peak singing hours and were limited to a maximum of eight hours. There were random pauses (停顿) in between so that the birds interpreted the playback from the three devices placed in the area as a real exchange, as if these devices were responding to each other. This stimulated the birds’ vocal responses.

The results were impressive. Young *chingolos* learned and adopted the song, though they added their own population’s “accent” to the final trill (颤音), which showed that their singing is shaped by learned behaviors and inborn characteristics.

“This is about preserving not just genetic, but cultural biodiversity,” says another researcher. The team is now developing AI systems to automatically identify individual bird songs and planning to study cultural spread in bird populations to ensure that bird culture is not lost again.

28. Why did the researchers teach the birds the song?
- A. To save an endangered species. B. To study the birds' brain structure.
C. To develop new robotic devices. D. To preserve the birds' cultural heritage.
29. What is a role of *chingolos*' song?
- A. It keeps hunters away from them. B. It helps them adapt to urban growth.
C. It functions as their social identity. D. It makes them remember their habitat.
30. What is the purpose of the random pauses?
- A. To protect the birds' vocal tract. B. To test the birds' reaction speed.
C. To push the birds to catch the beat. D. To trick the birds into interaction.
31. What can we learn from *chingolos*' learning results?
- A. The song has spread to other bird species.
B. Their singing shows special vocal features.
C. Their response to the song needs improving.
D. The effectiveness depends on their population.

D

When you rub (摩擦) a balloon on your skin, it produces electricity—a familiar example of charge separation (电荷分离), a process in which opposite charges are separated, creating electric potential. Similarly, raindrops striking a narrow tube create a tiny yet significant burst of energy. Now, researchers from the National University of Singapore (NUS) have tapped into this effect to generate electricity using rain-like droplets.

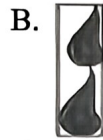
Conventional hydropower (水力发电) relies on large water flows, which only work in places like rivers. For smaller, slower flows, researchers have explored charge separation. They use a tube to let water flow through it continuously. Charges gather on the surface that the water touches. In this way, researchers can collect charges, but it is far from effective.

To solve this problem, the NUS team built a special device. At both ends of the device—the top of the newly-designed tube (about 2 millimeters in width), and the water-collecting cup at the bottom—electrical wires were placed to harvest charges. First, water is released from a metal needle, forming rain-like droplets. When these droplets enter the tube, their impacts create “plug flow,” in which the water forms mini columns separated by air gaps. This flow is crucial because it allows more surface contact and more time for charges to build up, generating up to 100,000 times more charge separation than continuous flow. As charged droplets exit the tube and fall into the cup, charges build up in the water, creating an electric current. In tests, four tubes produced enough electricity to power 12 LED lights continuously for 20 seconds.

According to the study's lead author, this model shows how rain can be used to generate clean electricity effectively and sustainably, especially in rainy places such as Singapore. Its potential is enormous, as it offers an alternative energy source even in cities. Imagine a rain collection device on your roof, producing small amounts of electricity whenever it rains—a small step for a raindrop, but a giant leap for sustainable energy technology.

32. What problem do the NUS researchers aim to solve?
- A. The difficulty of separating charges. B. The lack of clean electricity sources.
C. The inefficiency of charge harvesting. D. The damage of traditional hydropower.

33. Which of the following best illustrates “plug flow”?



34. What is the last paragraph mainly about concerning the model?

- A. Its potential cost in urban areas.
- B. Its promising use in green energy.
- C. Its complex design for rain power.
- D. Its practical need for more devices.

35. What is a suitable title for the text?

- A. Revolutionary Energy from Raindrops
- B. Urgent Demand for Sustainable Energy
- C. Capturing Raindrops through Innovation
- D. Turning Charge Separation into Electricity

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

阅读下面短文，从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

I put on a headset, and within seconds I am somewhere else. Ice sheets float on dark water. Wind brushes past my ears, sharp and restless. In the distance, mountains glow (发光) under the moonlight. Moments later, I find myself inside a museum, leaning close to a painting I have never seen in real life. 36 This is the promise of virtual reality (VR): a world delivered to us without leaving home.

There is much to appreciate in this form of travel. 37 There is no need to consider weather conditions, health issues or financial pressure. You may enter distant places at any moment and leave just as freely. For those restricted by schedule, health, or income, VR quietly removes barriers that traditional travel often sets in place.

38 Travelers wander through unfamiliar streets, sample local dishes, and engage face-to-face with people shaped by different traditions. Such encounters awaken the senses and create lasting memories. More importantly, they change how places feel to us, not just how we understand them.

This distinction is clear, because learning about a destination is not the same as being there. Virtual travel offers designed scenes and programmed sensations, but it remains carefully controlled. Real travel, by contrast, is shaped by unpredictability. 39 In those unplanned moments, understanding becomes lived rather than recorded.

Virtual reality will undoubtedly continue to evolve, enriching how we preview journeys and imagine distant worlds. Still, it cannot replace actual presence. Travel is not simply about seeing farther; it is also about feeling where you stand. 40

- A. I am not moving, yet I am traveling.
- B. Yet real travel leaves a deeper mark.
- C. My feet ache as my journey stretches across the day.
- D. Virtual journeys are convenient, time-saving, and widely accessible.
- E. Some knowledge, it seems, only arrives when your feet are on the ground.
- F. It demands choices, adaptation, and constant awareness of the unexpected.
- G. But the convenience may gradually weaken our desire to explore the real world.

第三部分 语言运用 (共两节, 满分 30 分)

第一节 (共 15 小题; 每小题 1 分, 满分 15 分)

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

I still remember the day I bought my “nice” notebook. It was a leather-bound journal with cream-colored pages. I was sure it would make me the type of person who journals regularly, and who 41 beautiful thoughts. But it didn’t work.

That gorgeous notebook sat 42 for months. When I finally opened it, I hesitated. The pages felt too delicate and too 43 to waste on my messy handwriting and ideas. So I 44 it. Instead, I grabbed an old, ugly composition notebook with a 45 cover and dog-eared corners. I started to 46 it with everything: morning pages, random thoughts and reminders. This is surprisingly 47. I actually wrote. Every day. Without exception.

The psychology is real. When we 48 something too much, we place limits around it, feeling it is “too good.” But the ugly notebook carries no such 49. It has been used. It tells me, “This is a 50 for thinking and living, not a museum piece.”

Here’s the thing: 51 notebooks are idea incubators (孵化器). With the pressure off, you experiment more. You try things that might 52. And in that freedom, bad ideas I was 53 embarrassed about gradually evolved into work I’m proud of. And that’s where the real work of creation happens.

The best notebook is never the most beautiful one. It’s the one you’ll actually 54. Because the magic happens in the 55, not in perfect pages.

Your ugly notebook is waiting.

- | | | | |
|-------------------|----------------|-----------------|-----------------|
| 41. A. changes | B. captures | C. follows | D. lacks |
| 42. A. unfinished | B. unclaimed | C. undiscovered | D. untouched |
| 43. A. secret | B. smart | C. precious | D. personal |
| 44. A. closed | B. decorated | C. delivered | D. fixed |
| 45. A. torn | B. hard | C. hidden | D. fancy |
| 46. A. guard | B. surround | C. fill | D. serve |
| 47. A. annoying | B. freeing | C. demanding | D. convincing |
| 48. A. plan | B. doubt | C. control | D. admire |
| 49. A. luck | B. warning | C. promise | D. pressure |
| 50. A. tool | B. test | C. guide | D. reason |
| 51. A. incomplete | B. impractical | C. imperfect | D. irregular |
| 52. A. cheat | B. fail | C. hurt | D. disappear |
| 53. A. slightly | B. initially | C. hardly | D. consequently |
| 54. A. run into | B. refer to | C. look at | D. reach for |
| 55. A. preparing | B. thinking | C. writing | D. reading |

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。

When I first opened *Where the Deer Hide in the Woods*, I felt as if I were stepping into a world 56 the author’s words flow like gentle music, The Tang poems, 57 (translate) with the master touch of Xu Yuanchong, speak softly in two voices—one Chinese, one English—each echoing (回响) with calm, beauty, and quiet 58 (deep).

The book ____ 59 ____ (divide) into six chapters, each unfolding a distinct landscape of emotion—sorrow, peace, love, longing, solitude, and reflection. I was ____ 60 ____ (genuine) moved when I read “The monkeys on both banks are still calling; my light boat has sailed past a thousand hills.” I fully ____ 61 ____ (sense) Li Bai’s liberated soul—his joy at being pardoned by the emperor—flowing through the lines.

Each page of the book is enriched with thoughtful notes, vivid background stories, and traditional Chinese brush-style ____ 62 ____ (illustration). Xu’s artful work transforms the rhythm (节奏) of Chinese poems ____ 63 ____ English music, a recreation that honors both the original and its new form.

____ 64 ____ (read) this book feels like a journey through hearts and landscapes. For anyone who treasures poetry, painting, or the meeting of two cultures in perfect harmony, *Where the Deer Hide in the Woods* is ____ 65 ____ must-read that beautifully serves as the bridge.

第四部分 写作（共两节，满分 40 分）

第一节（满分 15 分）

假定你是李华。你的朋友 Alex 计划参观中国国家博物馆，他来信请你推荐一件你喜欢的展品。请你给他回复邮件，结合外观、功能等，推荐这盏汉代的雁鱼青铜灯（Bronze Wild Goose-and-Fish Lamp）。



注意：

1. 词数 80 左右；
2. 请在答题卡的相应位置作答。

Dear Alex,

Glad to hear you’re visiting the National Museum of China!

Yours,
Li Hua

第二节（满分25分）

阅读下面材料，根据其内容和所给段落开头语续写两段，使之构成一篇完整的短文。

The community library was Megan's peaceful kingdom, a place of quiet whispers and turning pages. Every summer vacation, she worked as a student volunteer, feeling responsible for protecting this quiet space.

Lately, a boy named Liam had become her challenge. Liam wasn't rude—he just couldn't sit still. Like clockwork, he would get up to “stretch his legs,” pacing between the bookshelves. Sometimes he'd accidentally knock over a chair. Once, absorbed in a picture book, he let out a loud “Whoa!” when he saw a giant dinosaur filled the page. In the silence, each sound drew looks from other readers.

Yesterday, when Megan walked over and reminded him gently again, Liam's face turned red. “I'm really sorry,” he whispered sincerely. “I don't mean to. I just... I really like being here.” She believed him. She had noticed that Liam was a curious explorer of books. He would pull out a book on dinosaurs, reading with intense focus for a few minutes, then move on to another about volcanoes or space rockets. He just loved the library.

Megan went back to her office. A note on the head librarian's desk caught her eye. It read, “More Lively Reading Activities? Book sharing? Acting?” Seeing this, Megan suddenly remembered the librarian had mentioned she could feel free to use the garden at the back of the library. It was a place where some unused items were stored—some old chairs, folding tables, all piled up gathering dust under a large tree. At the time, Megan hadn't thought much about it. But now, the thoughts of directing Liam's energy and making use of the garden connected in her mind. Perhaps the solution wasn't to quiet Liam down, but to give his energy and love for books a positive stage, right here in their own library.

An idea for a “Garden Reading Corner” project, aimed at young readers, began to take shape. The next morning, she found Liam among the bookshelves. “Want to do something really cool?” she said, her voice low but excited. Liam did not answer at once, but the eager light in his eyes said everything.

注意：

1. 续写词数应为 150 左右；
2. 请按如下格式在答题卡的相应位置作答。

For the next week, Megan and Liam busied themselves with the project.

On the opening day of the project, they waited nervously in the garden.