

## 2023 年普通高等学校招生全国统一考试（全国新高考I卷）

（使用地区：山东、广东、福建、湖南、湖北、河北、江苏、浙江）

英语老师 Eric 收集整理：专注初高中英语、新概念英语辅导  
在此预祝广大考生旗开得胜，金榜题名！

### 阅读理解 D 篇

On March 7, 1907, the English statistician Francis Galton published a paper which illustrated what has come to be known as the “wisdom of crowds” effect. The experiment of estimation he conducted showed that in some cases, the average of a large number of independent estimates could be quite accurate.

This effect capitalizes on the fact that when people make errors, those errors aren't always the same. Some people will tend to overestimate, and come to underestimate. When enough of these errors are averaged together, they cancel each other out, resulting in a more accurate estimate. If people are similar and tend to make the same errors, then their errors won't cancel each other out. In more technical terms, the wisdom of crowds requires that people's estimates be independent. If for whatever reasons, people's errors become correlated or dependent, the accuracy of the estimate will go down.

But a new study led by Joaquin Navajas offered an interesting twist (转折) on this classic phenomenon. The key finding of the study was that when crowds were further divided into smaller groups that were allowed to have a discussion, the averages from these groups were more accurate than those from an equal number of independent individuals. For instance, the average obtained from the estimates of four discussion groups of five was significantly more accurate than the average obtained from 20 independent individuals.

In a follow-up study with 100 university students, the researchers tried to get a better sense of what the group members actually did in their discussion. Did they tend to go with those most confident about their estimates? Did they follow those least

willing to change their minds? This happened some of the time, but it wasn't the dominant response. Most frequently, the groups reported that they "shared arguments and reasoned together." Somehow, these arguments and reasoning resulted in a global reduction in error.

Although the studies led by Navajas have limitations and many questions remain, the potential implications for group discussion and decision-making are enormous.

**12. What is paragraph 2 of the text mainly about?**

- A. The methods of estimation.
- B. The underlying logic of the effect.
- C. The causes of people's errors.
- D. The design of Galton's experiment.

**13. Navajas' study found that the average accuracy could increase even if \_\_\_\_\_**

- A. the crowds were relatively small
- B. there were occasional underestimates
- C. individuals did not communicate
- D. estimates were not fully independent

**14. What did the follow-up study focus on?**

- A. The size of the groups.
- B. The dominant members
- C. The discussion process.
- D. The individual estimates.

**15. What is the author's attitude toward Navajas' studies?**

- A. Unclear.
- B. Dismissive.
- C. Doubtful.
- D. Approving.

参考答案: BDCD

解析:

12. B. 第 2 段解释了“群体智慧”效应的基本逻辑, 讨论了独立估计的平均如何由于误差的消除而导致更准确的预测。

13. D. 本题是道易错题, 很容易选 A。even if 表示尽管, 让步状语。我们看到第三段 but 后面内容, 这项研究的关键发现是, 当人群被进一步分成更小的群体并允许进行讨论时, 这些群体的平均值比同样数量的独立个体的平均值更准确, 看到这个于是有的人就会选 A 了, 但是看第二段 In more technical terms, the wisdom of crowds requires that people's estimates be independent. 用更专业的术语来说, 群体智慧要求人们的估计是独立的。就是他提出这么一个观点要得出更准确的估计, 是要求人们独立, 但是第三段讲人们在没有独立的情况下, 只是分成更小群体, 然后更准确了, 说明即使在估计数字并非完全独立的情况下, 准确率提高也是可以做到的。

14. C. 答案在“the researchers tried to get a better sense of what the group members actually did in their discussion.”答案在这句话, 研究人员试图更好地了解小组成员在讨论中实际做了什么。所以后续研究的重点是小组内的讨论过程。

15. D. 答案在最后一段。虽然纳瓦哈人领导的研究有局限性, 还有许多问题, 但对小组讨论和决策的潜在影响是巨大的。后面的内容更重要, 表示一定的赞许和支持。

### 语法填空

Xiao long bao(soup dumplings), those amazing constructions of delicate dumpling wrappers, encasing hot, 56 \_\_\_\_\_ (taste) soup and sweet, fresh meat, are far and away my favorite Chinese street food. The dumplings arrive steaming and dangerously hot. To eat one, you have to decide whether 57 \_\_\_\_\_ (bite) a small hole in it first, releasing the steam and risking a spill (溢出), 58 \_\_\_\_\_ to put the whole dumpling in your mouth, letting the hot soup explode on your tongue. Shanghai may be the 59 \_\_\_\_\_ (recognize)home of the soup dumplings but food historians will actually point you to the neighboring canal town of Nanxiang as Xiao long bao's



birthplace. There you will find them prepared differently—more dumpling and less soup, and the wrappers are pressed 60 \_\_\_\_\_ hand rather than rolled. Nanxiang aside, the best Xiao long bao have a fine skin, allowing them 61 \_\_\_\_\_ (lift) out of the steamer basket without allowing them tearing or spilling any of 62 \_\_\_\_\_ (they) contents. The meat should be fresh with 63 \_\_\_\_\_ touch of sweetness and the soup hot, clear and delicious.

No matter where I buy them, one steamer is 64 \_\_\_\_\_ (rare) enough, yet two seems greedy, so I am always left 65 \_\_\_\_\_ (want) more next time.

参考答案:

56. tasty    57. to bite    58. or    59. recognized    60. by  
61. to be lifted    62. their    63. a    64. rarely    65. wanting

56. tasty。考查形容词。形容词需修饰后面的名词 soup(汤)，故空格需用 tasty 美味的。句意:小笼包(汤包)，那些精致的饺子皮，包裹着热腾腾的美味汤和甜甜的鲜肉，是我最喜欢的中国街头小吃。

57. to bite。考查非谓语动词。与后面 to put 并列，空格需填动词不定式 to bite。句意:吃小笼包的时候，你必须决定是先咬一个小口流出汤汁还是把整个小笼包放进嘴里，让热汤在舌头上爆炸。

58. or。考查连词。whether...or...是否...还是...，句意和上一题一样。

59. recognized。考查非谓语动词。空格在名词 home 前面需用分词作定语，空格与被修饰词是逻辑上动宾关系，需填过去分词 recognized(被公认的)作定语，意思是上海是公认的汤包的故乡。

60. by。考查介词。固定搭配 by hand 用手。

61. to be lifted。考查非谓语动词。根据搭配 allow sb. to do sth. 允许某人做某事，空格需用动词不定式作宾语补足语，补足语与宾语是逻辑上的动宾关系，空格需填动词不定式被动形式 to be lifted。句意:最好的小笼包外皮很薄，从蒸笼中被取出来时不会撕裂或洒出任何东西。

62. their。考查代词。修饰后面的名词 contents(东西)需用形容词性物主代词 their。

63. a. 考查冠词。a touch of sweetness 一点点甜，一丝甜。

64. rarely. 考查副词。副词 rarely(几乎不)修饰后面的形容词 enough 足够的, rarely enough 几乎不够。

65. wanting. 考查非谓语动词。这句话中已有谓语动词 am left, 所以 want 这个动词应该为非谓语动词作结果状语, want 与逻辑主语 I 是主动关系, 所以空格用现在分词 wanting。句意: 无论我在哪里买, 一笼都不够, 两笼又显得太贪心了, 所以我总是想下次再买。

### 应用文

假定你是李华, 你校外教要举办口语培训班, 让练习口语的所有的学生两人一组练习, 随机挑选两个人分成一组练习, 你对此有意见, 说说原因和提建议。

注意:

1. 写作词数应为 80 左右;
2. 请按如下格式在答题卡的相应位置作答。

参考范文

Dear foreign teacher,

I am Li Hua, one of your students. Regarding the grouping method for the oral training course, I would like to raise some concerns and suggestions. While it is true that randomly mixing up students can encourage more communication and interaction, there may also be some potential issues to consider.

Firstly, random grouping can result in students with vastly different speaking abilities being paired together. This may make some students with stronger communication skills feel inhibited, while those with weaker speaking skills may feel overwhelmed. Additionally, some students may feel uneasy and uncomfortable having to work with unfamiliar classmates.

Therefore, I suggest that a more thoughtful grouping method be adopted, such as grouping students according to their exam grades, verbal performance, or interests. This would allow each student to practice their spoken English with

peers who are of a similar proficiency level, and ones with similar interests, which would serve to enhance student motivation and confidence. This approach also ensures that students with varying abilities have opportunities to develop their language skills.

I hope that my suggestions will be considered. Thank you for your attention.

Sincerely,

Li Hua

### 读后续写

#### 阅读部分

When I was in middle school, my social studies teacher encouraged me to enter a writing contest, sponsored by an organization in our hometown. I demurred.

I loved history.

I did not love writing.

I was a Cuban refugee, and English had been my nemesis from the moment I first shoved a chunky No. 2 pencil up and down the dashed lines of D'Nealian paper.

My teacher knew my writing was cursory. And I knew that I lacked discipline. (What neither of us knew was that I was also dyslexic.)

Writing was so excruciating that my teacher had allowed me to present my paper on the sinking of the Titanic as an oral report — a one-act play, where I played all the parts. No one wheeze-laughed harder than he.

So, why the sudden hectoring to do something at which I was sure to fail? His reply: "Because I love your stories. And if you're willing to apply yourself, I think you have a good shot at this."

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Few things motivate a writer like a bit of shameless flattery.



I chose Paul Revere's horse as my subject. The story would come straight from the horse's mouth. Not a brilliant notion, but funny; and unlikely to be anyone else's choice.

What did the horse think, as he ripped through the night, his coat sloughing sweat, his eyes wide with adrenaline? Did he get tired? Have doubts? Did he want to quit?

I sympathized immediately. I got tired. I had doubts. I wanted to quit.

But, like Revere's fabled horse, I kept going.

I worked hard. I checked my spelling. With a dictionary. I enlisted my older sister to correct my grammar. I checked out a half-dozen books on Paul Revere from the library. I even read a few of them.

When I handed in the finished essay, my teacher read it, laughed out loud, and said, "Great. Now, write it again. And no name. Entries are anonymous."

I wrote it again. And again and again. If I didn't win, I didn't care. I had poured a wobbly writer's blood and sweat into something that made my teacher proud.

#### 译文

在我上中学的时候, 我的社会学老师鼓励我参加一个由我们家乡的一个组织主办的写作比赛。我表示反对。

我喜欢历史。

我不喜欢写作。

我是一名古巴难民, 从我第一次用粗粗的 2 号铅笔在 D'Nealian 纸上的虚线上下划起, 英语就成了我的克星。

我的老师知道我写得很潦草。我知道我缺乏自律。(我们都不知道的是, 我也是诵读困难症患者。)

写作是如此折磨人, 以至于我的老师允许我把关于泰坦尼克号沉没的论文作为口头报告——一出独幕剧, 我在其中扮演所有的角色。没有人比他笑得更厉害了。

那么，为什么突然吓我去做一件我肯定会失败的事呢？他回答说：“因为我喜欢你的故事。如果你愿意努力，我认为你有很好的机会。”

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很少有什么比一点无耻的奉承更能激励作家的了。

我选择保罗·里维尔的马作为我的主题。这个故事会直接从马嘴里说出来。这不是一个聪明的想法，但很有趣；而且不太可能是别人的选择。

那匹马在黑夜中奔跑，外套上淌着汗水，眼睛因肾上腺素而睁得大大的，他在想什么？他累了吗？有疑问吗？他想辞职吗？

我立刻表示同情。我累了。我有过怀疑。我想辞职。

但是，就像里维尔传说中的马一样，我继续前进。

我工作很努力。我检查了我的拼写。拿着字典。我请姐姐纠正我的语法。我从图书馆借了六本关于保罗·里维尔的书。我甚至读了一些。

当我交完作文的时候，我的老师读了它，大声笑着说：“太好了。现在再写一遍。也没有名字。条目是匿名的。”

我又写了一遍。一次又一次。如果我没赢，我也不在乎。我把一个摇摇欲坠的作家的心血和汗水倾注在了让老师感到骄傲的东西上。

#### 续写部分

Weeks passed. I forgot the competition. Thoughts of winning — a pipe dream to begin with — gave way to the enticements of a Georgia spring.

Then came the news.

There were two winners from each grade. A lanky, sweet-natured redhead in my class won second place.

I won first place.

That may have been the first time in my chatty life I was struck dumb, in any language.

Our teacher hooted with delight, my classmates stared at me in open disbelief, and Second-Place Red gamely shook my hand.

The following week, the winners met with the head of the sponsoring organization. We stood in the office, clutching our plaques and tittering to one



another, when a small, birdlike woman entered. She spoke to the adults, then made her way down the line of winners, congratulating each of us and shaking hands. Red and I were last. We introduced ourselves. She looked from one to the other.

She didn't speak.

She didn't extend her hand.

After a few awkward seconds, she cleared her throat and explained that there had been an embarrassing mistake.

Then she gently reached down and took our plaques — hands crossing at the wrists, she re-assigned them — and apologized for the error.

I was now the second-place winner.

No one challenged her.

It wasn't until later that I remembered. Our entries were anonymous. How could she have known which child had won what?

\*\*\*

I can't tie a bow on the end of this strange tale and make it pretty. It's not that kind of story. But there is this: I got a taste for writing that spring. I learned to respect a writer's labor and perseverance. And — despite the challenges of both dyslexia and a second language — I never stopped writing.

#### 译文

几周过去了。我忘了比赛。获胜的想法——一开始只是白日梦——让位于乔治亚州春天的诱惑。

然后传来了消息。

每个年级有两名优胜者。我们班一位身材瘦长、性情温和的红发学生获得了第二名。

我得了第一名。

在我爱聊天的一生中，这可能是我第一次被弄得哑口无言，不管用什么语言。

我们的老师高兴地叫了起来，我的同学们用难以置信的眼光盯着我，第二名雷德勇敢地和我握手。

接下来的一周，获奖者会见了赞助组织的负责人。我们站在办公室里，紧紧抓着牌子，互相窃笑着，这时一个身材娇小、像鸟一样的女人走了进来。她对大人们说了几句话，然后沿着获奖者队伍往前走，向我们每个人表示祝贺，并和我们握手。我和瑞德是最后一个。我们做了自我介绍。她看看这个，又看看那个。

她没有说话。

她没有伸出手。

尴尬的几秒钟后，她清了清嗓子，解释说出了一个令人尴尬的错误。

然后她轻轻地伸手拿起我们的牌匾——双手交叉在手腕上，她重新分配了牌匾——并为错误道歉。

我现在是第二名。

没有人挑战她。

直到后来我才想起来。我们的条目是匿名的。她怎么知道哪个孩子赢了什么？

\*\*\*

我不能在这个奇怪的故事的结尾系上蝴蝶结，使它变得漂亮。这不是那种故事。但有一点：那年春天，我对写作产生了兴趣。我学会了尊重作家的劳动和毅力。尽管有阅读障碍和第二语言的双重挑战，我从未停止过写作。

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