

# 全国大联考

## 2023 届高三第七次联考·英语试卷

### 考生注意：

1. 本试卷共 120 分。考试时间 100 分钟。
2. 请将试卷答案填在答题卷上。
3. 本试卷主要考试内容：高中英语综合。

### 第一部分 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

It's suitable for people over-16 who might need to provide first aid by responding to a wide range of accidents, injuries and illnesses that they could face in their workplace. It's also ideal for organizations whose 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

This is a right choice for people over 16, who want to learn how to use an automated external defibrillator (AED) (自动体外除颤器). It's currently available at London and Edinburgh. 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

It's specially designed for those over 16 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. There are first aid skills to help a child who is unresponsive and breathing or not breathing, choking, having an allergic reaction or a head injury.

Do 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.

1. Which course should a company choose to have the assessment of first aid training?

A. First Aid at Work.

B. AED with Life Support.

C. First Aid for Teachers Training.

D. Fire Marshal Training.

2. What can participants learn in the course AED with Life Support?

A. Treatment for mental problems.

B. Steps to deal with massive injuries.

C. Processes of preventing a terrible fire.

D. Operation of certain medical equipment.

3. What do the four courses have in common?

A. Providing certificates for trainees.

B. Offering a discount for a group booking.

C. Having the same requirement in age.

D. Taking more than one day to complete.

## B

Today the idea of “being simple and seasonal” seems to be everywhere. But Alice Waters was saying it about 50 years ago, when Chez Panisse first opened on Shattuck Avenue in Berkeley. Neither a trained cook nor a businesswoman, she has changed the face of American dining.

Waters never intended to have the power she now has. Growing up in New Jersey in the 1950s, she went to the University of California, Berkeley, only because her closest friends were going, and for a while she didn't have a clear aim.

But living in France for a year changed everything. “I experienced a way of living that woke me up,” recalled Waters. “Every day we would go to a little restaurant and they would have what was ripe, available at that moment in time. I had never experienced these in that way.” During her trip, Waters also spent time shopping for local produce and preparing fresh, simple foods, an experience that would inspire the farm-to-table movement in America. “I took my Slow Food values—everyone should have access to good food, and growers are properly valued—from 1960s France,” she said. “By the time I came home they were part of me.”

Back in California, all Waters wanted to do was cook and open a restaurant. When Chez Panisse finally opened, with dinner cooked and served by a team with no training, it was a disaster. Guests waited ages for their food. But Waters was not discouraged. “I've always said that if someone makes delicious food, others will find it.”

Chez Panisse incorporates fresh, local ingredients into every dish and also gives back to farms in a special way. Since 1971, Chez Panisse's only expansion has been a cafe upstairs. Waters has always refused to make it bigger since that might weaken the Chez Panisse brand. Her Edible Schoolyard Project, on the other hand, has been intentionally spread out. It started when Waters created a garden space at a Berkeley school for teaching about food. Today, over



2,000 schools worldwide are following Waters' original model.

The Schoolyard represents everything Alice Waters stands for and acts as a cornerstone, promoting both educational and personal growth. The food is grown slowly and naturally by hand. Students learn about the benefits of healthy eating, careers in food industry, nutrition, food safety, and the restaurant business.

4. What can we know about Waters' Slow Food values?

- A. They met with different voices.
- B. They developed from her friends' values.
- C. They have made a difference to American dining.
- D. They were popular in America about 50 years ago.

5. What impressed Waters during her stay in France?

- A. Growers there receiving great respect.
- B. Most of the Frenchmen cooking themselves.
- C. The French passion for little restaurants.
- D. The French attitude to cooking and sourcing.

6. What happened to Chez Panisse when it just opened?

- A. It didn't come out well.
- B. It went better than expected.
- C. It achieved immediate success.
- D. It received good remarks from the same industry.

7. What is the purpose of Waters' Edible Schoolyard Project?

- A. To enrich the campus life.
- B. To expand her business.
- C. To reduce students' pressure.
- D. To spread knowledge about food.

C

New Zealand's government proposed taxing the greenhouse gases that farm animals make from burping and peeing as part of a plan to tackle climate change. The government said this would be a world first, and that farmers should be able to recoup (弥补) the cost by charging more for climate-friendly products.

But farmers quickly condemned the plan. Federated Farmers, the industry's main lobby group, said the plan would "rip the guts out of small-town New Zealand" and see farms replaced with trees.

Federated Farmers President Andrew Hoggard said farmers had been trying to work with the government for more than two years on an emission reduction plan that wouldn't decrease food production. "Our plan was to keep farmers farming," Hoggard said. Instead, he said farmers would be selling their farms "so fast that you won't even hear the dogs barking on the back of the pickup truck as they drive off".

Opposition lawmakers from the conservative ACT Party said the plan would actually increase worldwide emissions by moving farming to other countries that were less efficient at making food.

About half of its greenhouse gas emissions come from farms in New Zealand. The debate in New Zealand is part of a broader global reckoning about farming's impact on the environment and the steps some say are needed for mitigation (缓解).

In New Zealand, the government has promised to reduce greenhouse gas emissions and make the country carbon neutral by 2050. Part of that plan includes a promise that it will reduce methane (甲烷) emissions from farm animals by 10% by 2030 and by up to 47% by 2050.

Under the government's proposed plan, farmers would start to pay for emissions in 2025, with the pricing yet to be finalized. Prime Minister Jacinda Ardern said all the money collected

from the proposed farm levy (税款) would be put back into the industry to fund new technology, research and incentive payments for farmers.

8. How did farmers respond to the plan?

- A. They severely opposed it.
- B. They promised to plant trees.
- C. They sold their farms immediately.
- D. They suggested increasing the prices of their produce.

9. What does the opposition lawmakers from the conservative ACT Party think of the plan?

- A. It benefits farmers.
- B. It's a short-sighted decision.
- C. It helps protect the environment.
- D. It will increase the spending on research.

10. What does the last paragraph intend to show?

- A. What will be taxed.
- B. What to do with the tax.
- C. Why the plan is urgent.
- D. How to keep animals productive.

11. What can be the best title for the text?

- A. New Zealand proposes taxing cows burping and peeing
- B. Animals will have better living conditions
- C. Farmers are facing the crisis of animal farming
- D. New Zealand is trying to realize the carbon neutral

### D

Virtual reality (VR) is quickly becoming the new technological frontier. However, a set of challenges and hurdles need to be overcome, including things like low latency, high refresh rate, high resolution, a wide field of view and rock-solid tracking, among others.

Now that we can actually build VR headsets that begin to meet these requirements, we are seeing a rising interest in VR. As it rises, so does the interest in creating new media to be experienced in using virtual reality. Journalism is a medium built on relevance. Journalists should



always be finding new ways to tell stories and deliver content. It is a goldmine for storytelling. What better ways to tell a story to someone than to put them right in the center of it?

By using VR, the consumer isn't just reading or watching something play out; they're experiencing it. The super-realistic effect nature of VR allows people to connect with the subject matter on a much deeper level than just reading about it. Any storyteller wanting to do something more interesting than their peers should surely be considering the sheer power of VR.

The question of virtual reality, though, is not how powerful it is. Telling stories must be easy to do, and access to those stories must be readily available. This is the biggest challenge that VR faces. If the tools to tell a story with VR aren't easy to pick up and learn, VR will fail. If VR technology isn't both top-of-the-line and affordable, VR will fail.

Accessibility is one concern for Thomas Hallaq, assistant professor of journalism and mass communications. However, he thinks it's still very promising. Hallaq said, "We're seeing more technology become accessible, and more people having access to that technology. Just look at smartphones." If the technology is widely available and big companies can overcome the inherent hurdles, VR will succeed in being a desirable means of storytelling. Like radio, TV and the Internet before it, virtual reality will change the way we tell stories.

12. What makes VR a promising powerful tool for journalism?

- A. Its improved headsets.
- B. Its fast-delivering speed.
- C. Its entertaining effect.
- D. Its super-realistic effect.

13. What is the biggest challenge for VR as a journalism tool?

- A. Communication barriers.
- B. Ready availability.
- C. News sources.
- D. Public acceptance.

14. What's the author's attitude towards the future of VR technology?

- A. Indifferent.
- B. Concerned.
- C. Optimistic.
- D. Pessimistic.

15. What can be the best title for the text?

- A. VR: the future of storytelling
- B. Challenges and hurdles of VR
- C. Ways to improve storytelling ability
- D. Secrets of the increasing popularity of VR

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。

### Public speaking

Public speaking can be defined as the act of making a speech in front of a group of listeners.

The types of public speaking are deliberately structured with three general purposes: to inform, to persuade and to entertain. 16 The important thing to watch out for is not to put in too much information. For a persuasive speech, the speaker would try to change the mindset, perception, or behavior of the audience for their own good. Thus, the speaker needs to look for common ground with the audience and try to relate to what they might agree on. The last type is a ceremonial speech. 17 No matter how well you know the person you are giving a speech about, try not to say bad things about them, even if it is meant to be a joke.

18 Sparing some time to practice will help build confidence and help determine how long the presentation will last. Aside from it, knowing who the audience will be is quite necessary. Try to get as much information as possible regarding this particular area related to the audience. Knowing the “battlefield” in advance will give the speakers a huge advantage.

Language is the main aspect a speaker needs to pay attention to while giving a speech. It needs to be used clearly. A speaker needs to choose their words carefully and make it clear to the audience what they mean. Often, when given a speech, the audience look up to the speaker to give them something new and useful. 19 Language and delivery alone will not be



sufficient if the speaker does not have the body language. The movement and gesture of a speaker also affect the audience. While closing the speech or presentation, speakers can restate their main points, just to remind the audience of the important things that have been said.

20

- A. These speeches mark special occasions.
- B. The key of perfecting anything is through practice, including public speaking.
- C. It tends to be less formal and more personal than the other types of speeches.
- D. An informative speech has a purpose to inform, or give knowledge to its audience.
- E. They can also end it with a special message and encourage the audience to ask questions.
- F. Knowing how public speaking is done is a key part in understanding the importance of it.
- G. Thus, the speaker needs to know how to deliver their speech to fulfill the audience's expectation.

第二部分 语言知识运用(共两节, 满分 45 分)

第一节 (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。

One of the most frequent questions I get on my blog is, "Can you recommend some books for boys?" I 21 this particularly the first time my 11-year-old daughter 22 several books she loved on my blog.

After these questions started 23, I took a second look at the books she'd recommended. The 24 thing was that the titles she'd suggested were a fifty-fifty 25 between books with heroes and heroines. 26, many parents couldn't understand

- |                    |                |
|--------------------|----------------|
| 21. A. raised      | B. noticed     |
| C. changed         | D. imagined    |
| 22. A. bought      | B. exchanged   |
| C. read            | D. suggested   |
| 23. A. rolling in  | B. going away  |
| C. getting through | D. working out |
| 24. A. boring      | B. inspiring   |
| C. surprising      | D. moving      |
| 25. A. profit      | B. chance      |
| C. split           | D. game        |
| 26. A. Still       | B. Therefore   |
| C. Otherwise       | D. Instead     |

that their sons might 27 these books because a girl recommended them.

The sad 28 is that often, we assume books with male main characters are for 29 and books with female main characters are only for girls. And this is a lose-lose situation.

It's a 30 to boys because it cuts them off from so many great 31 and characters. It's also bad for the boys who want to read those stories because they feel 32 about their reading choices.

On my Instagram Stories, one mother told me about her 33 who loves *The Babysitters Club* books 34 asked her to take him to another library branch outside their city. He was 35 that his friends would see him 36 the books and tease him.

Of course, I'm not saying we should 37 our children to read books they have no 38 in reading. Books can open up a whole new 39 to our young readers. Let's not close half that world shut in the faces of the boys.

No one 40 when we label books "boy books" or "girl books".

27. A. adapt B. enjoy  
C. refuse D. promote

28. A. example B. attempt  
C. memory D. truth

29. A. parents B. someone  
C. heroes D. everyone

30. A. damage B. benefit  
C. burden D. pleasure

31. A. readers B. stories  
C. movies D. editors

32. A. annoyed B. certain  
C. embarrassed D. happy

33. A. son B. daughter  
C. husband D. friend

34. A. or B. so  
C. but D. while

35. A. confused B. afraid  
C. glad D. excited

36. A. sorting out B. burning out  
C. giving out D. checking out

37. A. warn B. forbid  
C. force D. beg

38. A. difficulty B. ability  
C. patience D. interest

39. A. world B. debate  
C. race D. market

40. A. knows B. wins  
C. doubts D. struggles



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。

Nick Vujicic was born without arms or legs in Australia in 1982. His parents fought 41 (get) him into mainstream schools so his bright mind could develop. 42 facing new difficulties every day, he kept 43 (push) himself to succeed. He figured out ways to care for 44 (him), type on a computer, and even play sports. As Nick says, "I am always looking for better ways to finish even the simplest job." Childhood was not smooth for Nick. By the age of eight, he was already experiencing depression. He 45 (laugh) at by classmates and felt he was a burden on his parents. This 46 (lead) to thoughts about suicide. After all, what kind of future could a boy without arms or legs really have? After graduating from university, Nick acted as a speaker. Audiences as large as 110,000 gather to hear him talk about overcoming obstacles and believing in yourself. Nick and his personal stories make everyone from students to businesspersons laugh and cry. He helps his audiences understand 47 with the right way of thinking, you can turn any challenge into 48 opportunity.

As a speaker, writer, and role model, Nick continues to touch the minds and 49 (heart) of people around the world. He tells people to live life 50 limits. "If a man without arms or legs is dreaming big," he says with a smile, "why can't we all?"

第三部分 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(∧),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. 每处错误及其修改均仅限一词;

2. 只允许修改 10 处,多者(从第 11 处起)不计分。

Uncle Tom does not talk much. He is always paint when he is at home. He drew after work and on weekends. Uncle Tom does not paint for money. He has never sold any of his picture. There are not some people in his pictures. He only draws trees and mountains, that





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