

高三英语试题

2023.

本试题满分 150 分,考试时间 120 分钟。答案一律写在答题卡上。

注意事项:

1. 答题前,考生务必先将自己的姓名、准考证号填写在答题卡上,认真核对条形码上的姓名、准考证号,并将条形码粘贴在答题卡的指定位置上。
2. 答题时使用 0.5 毫米的黑色中性(签字)笔或碳素笔书写,字体工整、笔迹清楚。
3. 请按照题号在各题的答题区域(黑色线框)内作答,超出答题区域书写的答案无效。
4. 保持卡面清洁,不折叠,不破损。

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。听力部分不计入总分。

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。

例如:How much is the shirt?

A. £ 19.15.

B. £ 9.15.

C. £ 9.18.

答案是 B。

1. Who is the woman?

A. A bus driver.

B. A policewoman.

C. A passenger.

2. When does the woman want to take the class?

A. On Thursday.

B. On Friday.

C. On Saturday.

3. What did the speakers do last weekend?

A. They studied at home.

B. They went hiking.

C. They played tennis.

4. Where are the speakers?

A. In a library.

B. In a study room.

C. In a bookstore.

5. What will the woman do next?

A. Stand on the hill alone.

B. Take a picture for the man.

C. Visit Chicago with the man.

17. Who is listening to the lecture?
 A. Psychology teachers. B. Psychology majors. C. High school students.
18. How long does each lecture last?
 A. One hour. B. One and a half hours. C. Two hours.
19. What does the speaker say about the exams?
 A. There will be six pages of them.
 B. They can be made up only on Mondays.
 C. They are harder than students might expect.
20. How can the speaker be reached outside of class time?
 A. Mainly by e-mailing him. B. Only by calling him directly.
 C. By coming to his office any day.

第二部分 阅读理解 (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 和 D 四个选项中, 选出最佳选项。

Miracle-Ear Hearing Centers are looking for qualified people to test their latest product the Miracle-Ear Genius for FREE!

BETTER HEARING EVENT

Discreet design, comfort fit and natural sound quality — all wrapped up in our smallest hearing aid ever!

HERE'S THE CATCH

You must have difficulty hearing and understanding in background noise, and your hearing must fall in the range of the hearing aid. People that are selected will evaluate Miracle-Ear's latest advanced digital hearing solution — the Miracle-Ear Genius. You will be able to walk into our office and walk out knowing how much help there is for you!

Candidates will be asked to evaluate our instruments for 30 days (risk free). At the end of the 30 days, if you are satisfied with the improvement in your hearing and wish to keep the instruments, you may do so at tremendous saving. But this is only for a limited time!

You must schedule your appointment by Jan. 1, 2023. Don't wait!

NO COST TO BCBS FEDERAL EMPLOYEES

That's Right! No Co-Pay! No Exam Fee! No Adjustment Fee!

Federal employees with insurance codes #104, #105, #106, #111, #112 or #113 can receive 2 hearing aids COMPLETELY FREE! Basic plans and federal retirees may be covered.

For details and accurate coverage, visit our home page at Miracle-EarHearingCenters.com.

21. Who are the most likely to be selected to test the product?
 A. People with mental disability. B. People with hearing disorder.
 C. People with interest in technology. D. People with specific insurance codes.

22. What can candidates do after the test?
- A. Keep the instrument for free. B. Get a job in federal government.
C. Enjoy a policy for a discount. D. Have free insurance for their health.
23. Where does the passage probably come from?
- A. A tourist brochure. B. A health guide.
C. A medical report. D. An online advertisement.

B

The social media trap of comparing yourself to others can lead to feelings of confusion and jealousy. That was certainly true for Lizzie Velasquez. “I will look at everyone’s photos and feel horrible about myself,” Velasquez says. “So I have made a rule for myself. If I’m on social media, when I start feeling like I’m falling down the rabbit hole of comparison, I have to stop.”

Feeling pressure from the Internet is nothing new for Velasquez. When she was just 17, a video calling her “The World’s Ugliest Woman” became popular on YouTube. It was a difficult period for her. “I suffered from a rare disease which doesn’t allow me to gain weight and also affects my eyes, my bones and my heart,” explains Velasquez.

Growing up, Velasquez said she lived in two different worlds. At home, her family treated her just like everyone else. Her parents raised her to appreciate herself. But that got harder when she started school. “I didn’t become aware of it until I started kindergarten, because I was entering this other world where I had to face the reality,” says Velasquez.

As Velasquez got into high school, she started to gain more understanding about her condition. But then came the YouTube video, which threatened her already-shaky foundation. Though it was difficult, that moment of bullying (霸凌) inspired Velasquez to use her newfound platform for good. She wanted to stop this behavior. Then she gave a talk about her story, reaching millions with her uplifting messages about beauty. And she gave interviews on national talk shows and was featured in the documentary film *A Brave Heart: The Lizzie Velasquez Story*. “I want to remind people that no matter how different you are and no matter what people say about you, you are meant to be in this world and being different is unique,” says Velasquez.

24. Where did Velasquez’s teenage pressure mainly come from?
- A. Her tense relationships with her parents. B. Others’ criticism of her appearance.
C. Others’ concern about her disease. D. Her popularity on social media.
25. How can we describe Lizzie Velasquez?
- A. Brave and inspiring. B. Talented and confident.
C. Sociable and popular. D. Caring and warm-hearted.
26. What did Velasquez do to fight online bullying?
- A. Avoid using social media for a while.
B. Call on people to talk directly with the bullies.
C. Encourage the young to improve their taste in beauty.
D. Speak out against the behavior by sharing her experiences.

27. What does the author mainly tell us in the text?
- A. The negative effects of online bullying.
 - B. A girl's message about beauty and happiness.
 - C. The public's attitude to online bullying among teenagers.
 - D. A story of turning pain into power against online bullying.

C

Around the globe far more bird species are losing ground than gaining, according to an expansive review of a half-century of bird population research published in the journal *Annual Review of Environment and Resources* in May.

The review, entitled *The State of the World's Birds*, showed that more than 5,200 different species of birds — just shy of half the world's total — are known or suspected to be declining. Around 3,800 species are relatively stable, and fewer than 700 species show increases. Among birds on the IUCN Red List of Threatened Species, almost 400 birds worldwide have had their conservation status changed for the worse in the past three decades (moving from vulnerable to threatened, or threatened to endangered) — five times more than the number of bird species with an IUCN status that has changed for the better.

“After documenting the loss of nearly 3 billion birds in North America alone (according to a 2019 study published in the journal *Science*), it was disturbing to see the same patterns of population declines and extinction occurring globally,” says review coauthor Ken Rosenberg, a conservation scientist now retired from the Cornell Lab of Ornithology.

The review points to disappearing and degraded habitat — resulting from climate change, urbanization, agricultural intensification, and international trade — as the leading driver of bird declines worldwide. In a note of hope, the authors cite a 2020 study indicating that restoring just 5% of habitat in priority areas around the world could avert 60% of likely extinctions.

Lead author Alexander Lees, a research associate at the Cornell Lab, also points to the need for substantial changes in human behavior to prevent further losses. “Loss and degradation of habitat is often driven by demand for resources,” says Lees. “We need to better consider how commodity flows such as beef, oil, and seed crops can contribute to biodiversity loss and try to reduce the human footprint on the natural world.”

28. In what order are threatened species arranged on the IUCN's Red List?
- A. Species quantity.
 - B. Conservation status.
 - C. Declining rate.
 - D. Living habitat.
29. How does Ken Rosenberg feel when saying the words?
- A. Concerned.
 - B. Relieved.
 - C. Doubtful.
 - D. Hopeful.
30. What does the underlined “avert” mean in paragraph 4?
- A. Protect.
 - B. Increase.
 - C. Cause.
 - D. Prevent.
31. What is the last paragraph mainly about?
- A. Extra reasons for bird extinction.
 - B. Possible solutions to habitat loss.
 - C. Substantial changes in human behavior.
 - D. The prospect of biodiversity loss.

D

Ai-Da sits behind a desk, a paintbrush in her hand. She looks up at the person posing for her, and then back down as she applies another drop of paint onto the canvas (画布). A lifelike portrait is taking shape. If you didn't know a robot produced it, this portrait could pass as the work of a human artist.

Ai-Da produces portraits of sitting subjects using a robotic hand attached to her lifelike figure. She's also able to talk, giving detailed answers to questions about her artistic process and attitudes towards technology. She even gave a TEDx talk titled "The Intersection of Art and AI" in Oxford several years ago. Ai-Da's creators have also been experimenting with having her write and perform her own poetry.

But how are we to interpret Ai-Da's output? Should we consider her paintings and poetry original and creative? Are these works actually art?

What discussions about AI and creativity often overlook is the fact that creativity isn't an absolute quality that can be defined, measured and reproduced objectively. When we describe an object — for instance, a child's drawing — as being creative, we project our own assumptions about culture onto it. Indeed, art never exists in isolation. It always needs someone to give it "art" status. And the criteria for whether you think something is art are formed by both your expectations and broader cultural conceptions.

If we extend this line of thinking to AI, it follows that no AI application or robot can objectively be "creative". It is always we — humans — that decide whether works created by AI are art.

Some may see robot-produced painting as something coming from creative computers, while others may be skeptical, given the fact that robots act on clear human instructions. In any case, attribution (归属) of creativity never depends on technical arrangement alone — no computer is objectively creative. Rather, the attribution of computational creativity is largely inspired by contexts of reception. Through particular social information, some people are inspired to think of AI output as art, systems as artists, and computers as creators. Therefore, as with any piece of art, your appreciation of AI output ultimately depends on your own interpretation.

32. What can we learn about Ai-Da?
- A. She has a complex many-sided personality.
 - B. She beat others in the debate on art and AI.
 - C. She is capable of drawing high-quality portraits.
 - D. She can write poems without being programmed.
33. What fact do discussions about AI and creativity often ignore?
- A. That art is content-based.
 - B. That art can take many forms.
 - C. That creativity is closely related to cultures.
 - D. That creativity is often measured subjectively.
34. What idea does the author want to convey in the last paragraph?

A. Every coin has two sides.

B. Great minds think alike.

C. Beauty is in the eye of the beholder.

D. Four eyes see more than two.

35. What would be the best title for the text?

A. Will People Accept AI Artists?

B. Is AI-created Art Really Art?

C. Can We Use AI to Create Portraits?

D. Do We Need to Improve AI's Creativity?

第二节(共5题;每题2.5分,满分12.5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。

Is Managing Kids' Screen Time a Good Idea?

Screen time is a big topic of conversation in today's households, particularly during the pandemic when online education hours have multiplied for many students. 36 They hope to spare their kids from the countless challenges that technology can bring. Yet the challenges of screen time overuse seldom come from kids' devices themselves, but rather from the tense relationships that technology can bring to families. 37 But technology has positive benefits too. Since every child and family is different, managing screen time calls for joint family decision-making.

If parents believe they can manage a child's screen time through adolescence, they are not only fooling themselves but also inviting relationship trouble with their teens. It is a myth to think that parents can or should manage their kids' screen time through authoritarian restrictions, even during elementary school. 38 When children are left out of those decisions, they often become less communicative with parents and siblings. This is the opposite of what parents want to achieve.

39 From early ages, children are quite capable of understanding that a good life involves awareness and balance. Just as they learn right from wrong, and good from bad, they can also learn to use technology in healthy ways. Learning how to regulate oneself and develop healthy behaviors is one of the primary tasks of childhood and adolescence. What happens when an adult tries to regulate a child is that the child misses out on the opportunity to learn for themselves. Enforced restrictions can also make children feel helpless and less confident.

To be clear, this article is not suggesting that families never use apps or trackers, or that there should be no restrictions on screen time. 40 Parents should give voice to children and involve them in the planning and decision-making process.

A. Of course, there are websites that are unhealthy for kids to access.

B. The alternative is to involve children in decisions that govern screen time.

C. However, every family needs a family media plan between family members.

D. The goal is to see, hear, feel, and understand how children view screen time.

E. To manage children's screen time, parents have invested in apps and trackers.

F. To get children involved, parents should trust and develop kids' self-awareness.

G. What it is suggesting is that parents look at managing screen time in a different way.

第三部分 语言知识运用(共两节,满分30分)

第一节(共15小题;每小题1分,满分15分)更多试题与答案,关注微信公众号:三晋高中指南

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。

In the sport of track and field, athletes compete not only with one another but against themselves, and with each race they try to achieve a new personal best.

As a student in Omaha Burke High School, Blake Cerveny was running in a race. Aiming to 41 his own personal record, after a fast start, he continued to 42 himself hard. With less than 400 meters to go, Cerveny's legs cramped (抽筋) up and 43 him. Determined to finish, Cerveny rose from the ground and continued on, only to fall again after another 150 meters.

44, his coach asked him if he wanted to stop. He didn't. With great 45 Cerveny pulled himself up and with a(n) 46 pace, moved forward for one final push. Unfortunately, it wasn't enough. Less than 100 meters from the finish line, he lay curled on the ground. His legs had simply 47.

Before Cerveny's coach could 48 him, Brandon Schutt was at his side to offer a helping hand. His first 49 to get Cerveny up failed, but like Cerveny, he 50 to quit, too. With a second pull, Cerveny was on his feet.

At a measured jog, with Cerveny holding Schutt for 51, the two completed the final 75 meters of the course together. Schutt even made sure the injured runner crossed the finish line first, 52 his opponent a faster time.

In today's 53 world in which the emphasis in athletics is so often put on breaking records, it was 54 to see that for an athlete like Schutt, the value of true 55 still had legs.

- | | | | |
|----------------------|-------------------|------------------|-----------------|
| 41. A. play | B. check | C. beat | D. measure |
| 42. A. fight | B. pull | C. dash | D. push |
| 43. A. failed | B. warned | C. dragged | D. raised |
| 44. A. Relieved | B. Exhausted | C. Concerned | D. Disappointed |
| 45. A. luck | B. effort | C. shame | D. passion |
| 46. A. rapid | B. relaxed | C. unsteady | D. impatient |
| 47. A. broken up | B. given out | C. fallen down | D. slowed down |
| 48. A. guide | B. blame | C. reach | D. serve |
| 49. A. trial | B. attempt | C. conversation | D. contribution |
| 50. A. hesitated | B. regretted | C. pretended | D. refused |
| 51. A. direction | B. courage | C. support | D. comfort |
| 52. A. securing | B. helping | C. rewarding | D. announcing |
| 53. A. diverse | B. well-developed | C. ever-changing | D. competitive |
| 54. A. urgent | B. common | C. confusing | D. inspiring |
| 55. A. sportsmanship | B. kindness | C. cooperation | D. success |

第二节(共10小题;每题1.5分,满分15分)

根据下面短文,在空白处填入1个适当的单词或括号内单词的正确形式。

BEIJING, Nov. 30 (Xinhua) — The three astronauts aboard China's Shenzhou-15 spaceship entered the country's space station and successfully met with another astronaut trio on Wednesday, a historic 56 (gather) that added the manpower at the in-orbit space lab to six for 57 first time.

It is the first time that Chinese astronauts aboard the space station 58 (see) the visit of a crewed spaceship, according to the CMSA.

Chen Dong, the commander of the Shenzhou-14 crew, opened the hatch at 7:33 a. m. (Beijing Time). The three space station occupants greeted the new arrivals with warm hugs 59 then they took a group picture 60 their thumbs up, 61 shouted in chorus — "China's space station is always worth 62 (look) forward to."

The space reunion 63 (kick) off the first in-orbit crew rotation in China's space station, according to the China Manned Space Agency (CMSA).

The six astronauts are projected to live and work together for about five days to complete 64 (plan) tasks and handover work, said the CMSA.

The whole process took 65 (approximate) 6.5 hours, the CMSA said.

第四部分 写作(共两节,满分40)

第一节 书面表达(满分15分)

假定你是李华,你和父母在未来职业选择上意见不一,于是写信给你的外国朋友 Jim 倾诉你的苦恼并请他给你提些建议。内容要点如下:

1. 你和父母双方的想法;
2. 你的两难选择;
3. 希望得到 Jim 的建议。

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。

Dear Jim,

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。

Jayce began noticing when he was in kindergarten that he looked different from his classmates. They had two hands while he had one. Due to their young age, Jayce was encouraged that he was just like an angel with one wing folded to prepare for something.

It started when one boy laughed at him. From that day, 5-year-old Jayce turned sad. He

returned home with questions. "Why am I different? Why me? Why?" He cried to ask his mother, Lewis. Seeing Jayce was mad at God for making him that way, the poor mother felt it a huge dagger to her heart. What made her more sorrowful was that she didn't know what to do at that point and how to provide answers to her son's questions which she could never find out herself. The white lie burst just like bubbles that day.

A few weeks later, Lewis turned on the TV to a news story, where she was shocked to find out the answer. It was Trashaun, an eighth grader, that displayed positive energy from his head to his toe. The 14-year-old sunny boy performed his slam dunks (大灌篮) on the TV, who had been a hit on the Internet. However, like Jayce, he had missed most of his left arm since his childhood! Lewis called her son Jayce in. The poor little boy got attracted, watching dunk after dunk.

At the time, it seemed that watching Trashaun would simply be an inspiring moment for Jayce. He saw Trashaun as a tough role model who had a seemingly similar born disability but led a brilliant life. And had it stayed just that, Lewis would have been happy. But little did she know that a family friend had already reached out to Trashaun, asking him to help set up a meeting with Jayce to rebuild his confidence.

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。

The day was not spent drowning in self-pity but for fun.

Staring at the shirt he sent Jayce, Trashaun began to talk about their left arms.