

高中生英语阅读元认知策略运用现状及其对策研究

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摘要

中学生英语学习过程中, 阅读至关重要。它是外语学习者的主要信息知识输入方式。因此, 教会中学生如何恰当使用阅读策略, 成为自主学习者一直以来都备受研究者的关注。本研究提出把元认知策略运用到阅读教学中, 逐步培养学生的阅读兴趣, 提高学生的阅读成绩。阅读活动即读者通过阅读材料进行思维活动的过程。为了有效实现阅读目标, 提取所需信息并解决阅读中遇到的问题, 读者必须有效监控自己的阅读活动, 并在整个过程中运用有效的阅读策略。针对高中生在英语阅读中元认知策略的运用现状, 分析其缺乏的原因, 并结合实际教学情况提出相应的对策。

关键词

元认知策略, 英语阅读, 英语教学

A Study on the Current Situations and Countermeasures of Metacognitive Strategy Use in English Reading among Senior High School Students

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Abstract

Reading is crucial in the English learning process of senior high school students. It is the main way

for foreign language learners to enter information knowledge. Therefore, how to teach middle school students to use reading strategies appropriately and become independent learners has always attracted the attention of authors. This study proposes to apply metacognitive strategies to reading teaching to gradually cultivate students' interest in reading and improve students' reading performance. Reading activity is the process by which readers engage in thought activities through reading materials. In this process, readers must effectively achieve reading goals, extract the reading information they want, and solve the problems encountered in reading, they must effectively monitor the progress of reading activities in the reading process and adopt effective reading strategies. The reasons why English reading metacognitive methods for high school students are not now being used were examined with an eye on the present state of their application, and appropriate countermeasures for the real teaching scenario were offered.

Keywords

Metacognitive Strategy, English Reading, English Teaching

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1. 引言

阅读是我们通向世界的窗口，也是与世界沟通的媒介。阅读能力的高低直接影响一个人的世界观、人生观和价值观。因此，从道德教育的角度来看，许多教师非常重视阅读及其技能的教学，包括教授元认知策略。素质教育改革强调学生拓宽视野、丰富知识的重要性，而阅读在全面提升学生综合素质方面承担着重要任务。

然而，在当前的高中英语阅读课程中，教师使用的教学策略有限，未能有效提升学生的阅读和认知能力。教师对学生的阅读方法缺乏指导，导致学生机械学习，缺乏学习英语的兴趣和阅读技能的知识。元认知策略的应用对学生的英语阅读产生了积极的影响。元认知策略是指个体用来监控、调节和理解自己思维过程的认知过程。这些策略涉及对自身认知过程的意识和控制，如计划、监控进展和评估结果，有助于有效学习和解决问题。因此，高中英语阅读的成功与学生在阅读过程中正确使用元认知策略密切相关。本研究旨在分析高中生在英语阅读中使用这些策略的现状，并探讨这一现象背后的原因。此外，研究还希望提出更有效的高中英语阅读教学方法，重点指导学生应用元认知策略，以促进主动和有效的独立学习。

目前关于元认知策略在高中英语阅读教学中应用的研究强调提高学生的阅读理解和批判性思维能力。研究探讨了显性教学元认知策略(如预测、监控理解和总结)如何积极影响学生的阅读能力。高中生在英语阅读过程中缺乏某些元认知知识，相关理论储备不足，对元认知策略了解不够，不能灵活结合这些策略使用，且在阅读过程中往往偏好某一策略并不自觉地使用它[1]。

本文由六个部分组成。第一部分是引言，介绍研究概况、定义、分类、前人研究及笔者的关注点。第二部分是理论基础和文献综述，揭示与元认知策略相关的理论。第三部分是研究方法，采用问卷和阅读测试将研究对象分为两个组进行对比研究。第四部分是研究结果分析。第五部分是解决方案，分别从三个方面进行探讨。第六部分是结论。

2. 理论基础和文献综述

2.1. 元认知理论

根据王玲和郭德军的观点，元认知技能、元认知知识和元认知经验是元认知活动的三个主要要素，

三者的协同作用使个体能够调节认知活动[2]。元认知理论认为,人们在学习过程中是积极的有机体,每个人天生具备潜在的元认知能力。该理论主张,人们具备或潜在具备多种元认知能力,包括计划、监控和评估。计划是指主动思考问题并进行学习,这有助于有效自我监控、自我调节等,从而对问题有清晰的理解。监控是个体有意识地检查和调节自己行为的过程,以避免或减少行为偏差。监控通过有意识的思考和自我监控,达到对自己行为的规范。

学习者在学习之前能够设定与自身学习情况相匹配的学习目标;面对相同的学习任务,学习者的思维通常能够反映出不同的学习方法和策略,从而产生不同的学习效果,并具备选择学习策略的能力;在学习过程中,他们能够理解、掌握并应用所学知识。学习后,学生能够通过反思总结所学内容,并将其应用于解决实际问题。学习者对自己的学习过程有意识,具备监控整个学习过程的能力;他们能够对所使用的学习方式和方法提供反馈;学习者根据达到目标的效果来判断所选择的学习策略是否有助于实现目标;他们基于经验和持续的调整,建立适合自己能力水平和心理特征的策略和方法。学习者还具备根据所选择的学习策略进行修正和调整的能力,以便更接近并更好地实现目标。在调整或改变学习策略时,他们能够根据变化后的新情况或原策略失败的情况,及时做出判断并采取相应措施。

因此,构建和发展学生的元认知能力有具体的方法。此外,这可以支持学生实现有效学习,包括有效的自我导向学习。尽管所有学生都有能力发展他们的元认知能力,但需要通过学习过程和多样化的学生活动,逐步探索、培养和建立这些能力。

2.2. 加涅的信息处理理论

理解元认知与学习策略之间的关系始于信息处理过程。从当代认知心理学的角度来看,信息的接收、处理、存储和提取构成了学习过程。加涅的信息处理学习模型描绘了信息流动的过程。学生从环境中接收刺激,这些刺激激活感受器并转化为神经信息。与此同时,这些感觉记忆信息被转化为短期记忆。这些记忆随后被转移到长期记忆中,并随着时间的推移而变化。在此过程中,学生所经历的环境不断重复刺激,因此这些信息始终存在。短期记忆的容量是有限的。编码是指以各种方式组织信息。信息以编码形式存储在长期记忆中。当需要使用信息时,必须进行检索。与学习任务相关的行为生成是一个动态变化的过程。反应生成器是操控行为的关键,为测试、评估和修改学习任务提供了机会。

学生希望在学习中获得成功,以激励自己。教师的反馈起到强化的作用,因为学生对学习有特定的期望。执行控制是一种认知机制,它控制哪些感官信息被编码到短期记忆中,如何检索这些信息,以及如何注册。因此,信息处理高度重视期望和执行控制。感官注册用于记录信息,随后这些信息被过滤到短期记忆中,并重新编码到长期记忆中。个体的知识和经验通过长期记忆以多种方式存储。其中一个组成部分是元认知知识,包括关于个体、任务和学习技巧的信息。因此,元认知策略与信息处理理论密切相关。

2.3. 元认知策略发展理论

刘电志在其著作《学习策略研究》中详细阐述了发展元认知策略的具体方法[3]:

1. 提高元认知学习的意识
2. 丰富元认知经验
3. 加强对元认知操作的指导
4. 创造反馈的条件和机会
5. 帮助学生进行自我评估

何梦伟指出,上述元认知策略可以在阅读之前使用,以帮助学生在心理上做好阅读准备。一些学生

在阅读前往往会产生焦虑感，而心理因素也会影响阅读的效率[4]。

3. 研究设计

3.1. 研究问题

本研究旨在探讨元认知策略与英语阅读之间的关系，以及高中生在阅读时使用元认知策略的频率。为实现上述研究目标，提出了两个研究问题：

1. 高中生如何使用元认知策略？
2. 元认知策略培训将如何影响高中生的英语阅读能力？

3.2. 研究对象

本研究的对象为苍南县树人中学高二重点班的学生。在选择研究对象时考虑了以下因素：(1) 所选班级的学生希望提高英语成绩，并愿意积极配合问卷调查；(2) 学生的英语水平有很大的提升空间。本次关于元认知策略使用的问卷研究共涉及 45 名学生，分为实验组和对照组。根据每位学生在英语期中考试阅读部分的表现，将 45 名学生分为两个组，奇数编号的组为实验组，偶数编号的组为对照组。

对这 45 名学生的英语期中和期末预测成绩，以及关于元认知策略的问卷调查进行了严格的数据分析，以确保实验的可靠性。研究验证了实验参与者在实验前的阅读水平与其元认知策略水平之间没有显著差异。

3.3. 研究工具

本研究使用了两种主要的研究工具：阅读测试卷和问卷。

3.3.1. 阅读测试卷

第一种研究工具是期中和期末考试卷。两份试卷的总分均为 100 分，包括听力、阅读、七选一、填空、语法填空和写作部分。阅读部分由 4 篇文章和 15 道选择题组成，总分为 30 分；听力部分包含 20 道题，总分为 20 分；填空部分包含 20 道题，总分为 20 分；语法填空部分包含 15 道题，总分为 15 分；写作部分总分为 15 分。

3.3.2. 问卷调查

本次调查还使用了关于元认知策略的问卷作为研究工具。问卷主要基于 O'Malley 和 Chamot [5] 对元认知策略的分类，同时参考了 Oxford [6] 的分类。问卷分为四个维度：计划、选择性注意、自我监控和自我评估。

问卷共包含 22 个条目。第 1 至 5 条旨在测试学生的计划策略，如制定阅读计划、设定阅读目标、根据不同情况使用不同策略、阅读前预习文本等。第 6 至 11 条基于选择性注意策略，调查学生在阅读中划重点、关注特殊印刷特征、重要标记和主题句的能力。第 12 至 17 条调查自我监控策略，测试学生监控自己阅读过程的能力，如调整阅读速度、偶尔停下来测试理解、在遇到阅读困难时寻找解决办法等。第 18 至 22 条测试学生在阅读后进行自我评估的策略，包括是否反思所学内容，以及是否思考如何提高阅读能力。

在问卷中，学生在每个条目后选择五个选项，分别为：1. 完全不同意(0 分)；2. 不同意(1 分)；3. 不确定(2 分)；4. 同意(3 分)；5. 完全同意(4 分)，总共 22 个问题，总分为 88 分。为了确保学生正确理解问卷中的每个问题，问卷采用第一人称中文表述。具体的元认知策略问卷见附录 1。

3.4. 研究过程

整个实验持续了 3 个月。45 名学生被分为两个组，奇数编号的组为实验组，偶数编号的组为对照组，

分组依据是每位学生在英语期中考试阅读部分的表现。

3.4.1. 实验组和对照组的阅读教学

对照组接受传统的线下阅读教育，重点关注语言能力和文本理解。实验组则采用线上线下结合的教学方式，具体的在线教学方法如下：首先，解释元认知策略在英语阅读中的使用，然后选取《中国日报》的双语阅读部分作为阅读材料，让实验组的学生在课后登录作者在 QQ 上建立的学习小组，学习上传的关于元认知策略的具体知识及其在第二天阅读活动中的应用。实验组的学生在空闲时间可以访问 QQ 学习小组，学习元认知方法的细节以及如何在第二天的阅读作业中应用这些方法。同时，教师会偶尔中断学生的阅读活动，邀请部分学生分享他们当时的思维过程。口头报告的方式使教师和学生能够观察自己的阅读过程以及其他学生的阅读过程，同时也让教师看到学生如何使用元认知方法。未参与小组讨论的学生将被要求在课后进行相同的问题和答疑环节，或填写自我评估表，以回顾和总结他们对元认知策略的使用。

3.4.2. 数据收集与分析

在英语期中和期末考试前一天，向学生分发了两份关于元认知策略的问卷。大多数学生在 15 分钟内完成问卷。收集到的原始数据包括问卷结果和最终英语考试成绩，进行了简单的计算，如求和和平均，主要针对每个主要的元认知策略类别及其各个小类别。在数据分析中，使用 SPSS 13.0 软件对元认知策略的指标进行描述性统计分析，并使用 t 检验分析实验组和对照组在元认知策略的前测和后测以及英语期中和期末成绩上的得分。数据分析集中在三个方面：(1) 学生在阅读时使用的元认知策略类别；(2) 阅读元认知策略对英语写作的影响及其相关性；(3) 学生在阅读中的得分与问卷得分之间的相关性。

4. 研究结果与讨论

4.1. 实验结果

Table 1. Descriptive statistics of metacognitive strategies in the experimental and control groups before the experiment
表 1. 实验组与对照组在实验前元认知策略的描述性统计

类别		元认知策略认知		平均数	标准差
	在阅读前我会先阅读文章标题，预测文章内容	EG		2.37	1.25
		CG		2.67	1.13
	我会确立阅读目标。(例如考过雅思，选择合适的学习阅读材料)	EG		1.83	1.53
		CG		2.35	1.10
计划	我会激活背景知识，以增强对文章内容的理解。	EG		1.65	1.55
		CG		1.76	1.48
	我设定了阅读计划(例如，设定完成一篇文章的时间。)	EG		1.56	1.73
		CG		1.36	1.31
	我会根据文章特点，使用不同的阅读方法	EG		1.08	1.55
		CG		0.56	1.13
选择注意	我会在重点信息下划线，以帮助理解。	EG		2.96	1.27
		CG		2.38	1.26
	我会关注标志词，帮助理解	EG		2.53	1.44
		CG		1.84	1.54

续表

			EG	2.00	1.32
			CG	1.64	1.54
			EG	1.58	1.48
			CG	1.57	1.72
			EG	1.68	1.66
			CG	1.07	1.54
			EG	2.28	1.87
			CG	1.68	1.65
监控			EG	2.69	1.28
			CG	2.97	1.27
			EG	3.00	1.01
			CG	2.52	1.44

注：EG：实验组；CG：对照组，下同。

Table 2. Comparison of the dimensions of metacognitive strategies in the experimental and control groups before the experiment
表 2. 实验组与对照组在实验前元认知策略各维度的比较

		计划	选择性注意	自我监控	自我评估	总体平均	显著性
平均值差异	EG	2.87	2.34	2.18	1.71	2.04	0.05
	CG	1.86	2.32	2.56	1.85	2.15	

根据表 1 和附录 2 的描述性统计结果，实验组在选择注意和监控策略方面表现较好，尤其是“选择注意”策略的使用频率达到了中等水平。然而，实验组在计划和评价策略的使用上显著低于对照组，尤其是在设定阅读目标和进行阅读后的自我评价方面，整体频率属于低级别。

根据表 2 的双侧 t 检验结果，P 值为 0.42 (>0.05)，表明实验组与对照组在实验前的元认知策略水平之间没有显著差异。这一结果表明，两个组别在元认知策略的使用上是相似的，为后续实验干预的效果评估提供了基础。

在元认知策略的描述性统计分析中，自我评估策略的使用频率最低，尤其是在评估自己阅读策略的有效性这一项中得分最低。这表明，高中学生在阅读后应用自我评估策略的能力较弱，可能缺乏对其阅读过程的反思和总结。

相对而言，选择性注意策略的使用频率最高。具体来说，高中学生最常用的方法是划重点，以帮助理解文本。这一发现提示教师在教学中可以加强对自我评估策略的引导，鼓励学生在阅读后进行反思，从而提升他们的整体阅读能力。

通过表 1 和表 3 的前后实验对比，实验组在多个元认知策略的使用上有显著提升，尤其是在计划策略中的“激活背景知识”“设定阅读计划”和“使用不同阅读方法”上，显示出实验组在实验后的积极变化。选择注意和监控策略的得分也表明实验组在这些方面的使用频率较高，但仍有进一步提升的空间。

根据 Oxford (1990) 的观点，策略使用频率可以通过策略的平均值来衡量，平均值与使用频率成正比。从实验前的数据(见表 2)来看，整体元认知平均值分别为 2.03 和 2.14。根据附录 2 的表格，实验组和对照组学生的元认知水平均处于较低水平。元认知评价策略和计划策略的使用频率相对较低，前者的频率分

别为 1.71 和 1.85，后者的频率分别为 1.87 和 1.86。这表明高中生在阅读中很少运用元认知评价和计划策略。而在“选择注意”类元认知策略中，其数值分别为 2.34 和 2.32，显示出中等频率的使用。

值得注意的是，在“选择注意”策略中，使用频率最高的是“我会在重点信息下划线帮助理解”，其次是“我会关注标志词帮助理解”，这说明研究对象在阅读时会下意识地运用一些常见的阅读技巧，如略读(skimming)和精读(scanning)。

实验后，实验组学生的元认知水平总体上有所提升，平均值从 2.04 上升至 2.63 (见表 4)。这表明经过元认知策略的学习和训练，学生的策略水平显著提高，从低频使用提升到中等频率。从各个元认知维度来看，计划策略、选择注意策略、监控策略和评价策略的使用频率均有所提高，尤其是前三种策略达到了中等使用水平，而自我评价策略虽然有所提升，但其使用频率在四种策略中仍然最低。

根据实验结果，如果希望快速提高学生的元认知策略水平，重点应放在培养学生的自我监控能力上。在教学过程中，我们要求学生通过学习日记记录学习过程中的得失，经过培训后，学生的英语学习效果明显改善。在“互联网 + 教育”的背景下，教师应发挥主导作用，引导学生进行自我监控和自我调节。同时，我们还需落实过程性评价，实现教师与学生的互动，课后进行测验以获取反馈，并完善多元化评价体系，例如通过英语辩论赛增强课堂的实践性和趣味性。

Table 3. Descriptive statistics of metacognitive strategies in the experimental and control groups after the experiment
表 3. 实验组与对照组在实验后元认知策略的描述性统计

类别	元认知策略认知	平均数	标准差
计划	在阅读前我会先阅读文章标题，预测文章内容	EG 2.37	1.32
		CG 2.76	1.16
	我会确立阅读目标。(例如考过雅思，选择合适的学习阅读材料)	EG 2.14	1.43
		CG 2.47	1.18
	我会激活背景知识，以增强对文章内容的理解。	EG 2.54	1.30
		CG 2.00	1.38
	我设定了阅读计划(例如，设定完成一篇文章的时间。)	EG 2.92	1.23
		CG 1.36	1.31
	我会根据文章特点，使用不同的阅读方法	EG 2.46	1.46
		CG 0.63	1.18
选择注意	我会在重点信息下划线，以帮助理解。	EG 2.96	1.27
		CG 2.38	1.26
	我会关注标志词，帮助理解	EG 3.52	1.64
		CG 3.08	1.11
	我会留意特殊印刷字体，例如斜体，以识别关键信息。	EG 2.00	1.32
		CG 2.52	1.29
	我会分析文章的结构和组织形式。	EG 2.79	1.01
		CG 1.72	1.42
	我会在阅读时关注主题句，以提炼主旨大意。	EG 2.42	1.12
		CG 0.08	1.22

续表

监控	我会区别重点词和非重点词。	EG	2.76	1.42
		CG	2.28	1.76
	我在阅读时会猜测不认识的单词或短语	EG	3.16	3.14
		CG	2.97	1.27
	我在阅读时会灵活调整阅读速度	EG	3.00	1.20
		CG	2.76	1.33

Table 4. Comparison of the dimensions of metacognitive strategies in the experimental and control groups after the experiment
表 4. 实验组与对照组在实验后元认知策略各维度的比较

		计划	选择性注意	自我监控	自我评估	总体平均	显著性
平均值差异	EG	2.87	2.84	2.78	1.97	2.63	0.04
	CG	1.84	2.45	2.15	1.50	1.99	

根据表 5 的结果,实验组(EG)与对照组(CG)在阅读成绩上的差异为 2.25, P 值为 0.138 (>0.05), 这表明在实验前, 两组学生的英语阅读成绩没有显著差异。

进一步分析表 5 的数据, 显示这两个班级在阅读成绩和元认知策略水平上均未表现出显著差异。这一结果表明, 实验组和对照组在实验开始时的基础水平相似, 为后续的教学干预效果评估提供了良好的基础。

Table 5. Comparison of reading scores between the experimental group and the control group before the experiment
表 5. 实验组与对照组在实验前阅读成绩的比较

组别	平均分	标准差	显著性
EG	26.25	5.62	0.138
CG	28.50	5.00	

Table 6. Comparison of the reading scores of the experimental and control groups under the two teaching conditions
表 6. 实验组与对照组在两种教学条件下阅读成绩的比较

组别	平均分	标准差	显著性
EG	32.40	3.97	0.013
DG	29.20	4.83	

根据表 6 的结果,实验组(EG)在经过三个月的元认知策略培训后, 平均阅读成绩为 32.40, 显著高于对照组(DG)的 29.20, 差异为 3.2 分。通过 t 检验, P 值为 0.013 (<0.05), 表明实验组与对照组之间的英语阅读成绩存在显著差异。

4.2. 分析与讨论

经过统计分析, 实验组和对照组在实验后的选择性注意策略使用频率均为最高。实验组学生在实验后选择性注意策略的使用频率有所增加, 但与自我监控和计划策略相比, 这一增加并不显著。这可能是由于在实验前选择性注意策略的使用频率已经较高。

Flavell [6]指出, 学生的心理成熟度会影响元认知水平。相比于年长儿童, 年幼儿童在判断自我认知行为方面的能力较弱, 心理发展不成熟会对自我感知产生更大限制。这一理论背景为理解实验组学生在

元认知策略使用上的差异提供了支持。

此外, Cummins [7]在语言相互依赖假说中提到,无论在何种语言环境中,读者都会利用自己大脑中已有的图式信息,如语法知识和背景知识等,与新材料建立联系[7]。这意味着,学生在阅读过程中不仅依赖于所学的元认知策略,还会结合自身的语言能力和知识背景来理解和处理信息。

4.3. 解决方案

4.3.1. 组织规划策略的问题解决方案

教师需要丰富学生对元认知任务的知识,包括对认知任务中信息特征的理解以及任务的要求和目的。为了帮助学生掌握正确的认知任务知识,教师可以设计一些阅读任务,提醒学生关注文本中的细节。具体任务可以包括:

1. 列出文本中的关键词和句子。教师可以设计任务,要求学生在阅读后列出文本中的关键词和重要句子,以帮助他们抓住核心信息。
2. 鼓励学生在阅读过程中圈出不理解的部分。教师可以在后续的课堂上进行针对性的讲解和讨论,帮助学生澄清疑惑。
3. 标记文本的体裁。教师可以引导学生识别文本的体裁,并讨论不同体裁对阅读策略的影响,帮助学生理解不同类型文本的特点。
4. 绘制文章结构图。帮助学生理清文章的逻辑关系和主要观点,从而增强对文本的整体理解。
5. 标记每段的主题句和关键词。

通过直接教学和示范,教师可以帮助学生意识到他们已经掌握的知识,并强调任务的要求、阅读材料的性质和准备工作。在每个任务开始前,教师应明确任务的要求和目的,帮助学生意识到这些信息的重要性。鼓励学生在完成任务后进行反思,思考哪些策略有效,哪些需要改进,增强自我监控能力。学生在学习时往往忽视这些信息,因此教师的期望和指导对于学生独立、灵活地使用这些信息至关重要。

4.3.2. 自我监控策略的问题解决方案

在阅读教学中,元认知监控是一项关键技能,它帮助学生有效管理自己的学习过程。教师通过与学生讨论元认知监控的概念,可以提高学生对阅读任务的理解,选择适当的阅读策略,并消除干扰阅读的障碍。通过制定可行的计划和使用监控工具,学生能够更好地掌握自己的认知过程,从而提高阅读理解能力。

- 1、教师应与学生讨论元认知监控的概念,包括明确阅读任务、选择适当的阅读策略以及消除干扰阅读任务的困难。在每次阅读之前,教师应明确说明阅读任务的目标和要求,确保学生理解要完成的具体内容。将复杂的阅读任务分解为小步骤,让学生逐步完成,提高任务的可管理性。
- 2、教师应当选择适当的阅读策略。教师可以组织讨论,让学生分享他们在阅读中使用的策略,帮助他们认识到不同策略的有效性。同时提供不同类型的文本,指导学生选择适合各类文本的阅读策略,例如扫描、略读等。
- 3、元认知监控可以作为检查认知过程偏差的标准,或判断计划是否存在错误并需要修正。教师可以设置阅读理解监控表,帮助学生监控他们的阅读过程,引导他们深入分析文本,进行总结和推理,理解作者的深层含义。教师可以将文本分成几个部分,要求学生在阅读之前对每部分的作者观点进行假设和论证。学生在阅读时应不断思考,标记不理解的内容,并通过自问“我理解了吗?”“需要重读吗?”来监控自己的理解。
- 4、教师还应激活学生的正式图式,帮助他们理解文本的体裁和章节结构。正式图式并不存在于学生的脑海中,而是随着阅读材料的丰富,学生逐渐形成对“文章是什么”和“如何结构”的概念。

4.3.3. 评估策略的问题解决方案

社会心理学研究表明, 归因过程常常存在偏差。学生倾向于将积极结果归因于自身因素, 而将消极结果归因于外部因素或他人, 这种倾向称为自利归因偏差。教师应帮助学生发展准确的自我归因能力, 分析阅读困难是否由不当的阅读策略、词汇知识不足或缺乏努力造成, 而非运气或课题本身的原因。以下是一些具体的、可操作性强的教学对策, 以帮助学生提高自我归因能力和阅读效果:

1、教师可以设计学生自我评估反思表, 特别关注他们在阅读过程中使用的策略和方法。在阅读后, 学生不仅要考虑自己的回答是否正确, 还要反思他们的阅读有效性以及所用技能和策略。如果使用了这些技巧, 使用得如何? 如果没有使用, 原因是什么? 这取决于他们是否意识到这些策略及其使用方法。

2、教师应该培养学生的自我效能感。通过分享成功的案例和同伴的阅读经验, 帮助学生看到他人的努力与成就, 增强他们的自我效能感; 鼓励学生在完成阅读任务后分享自己的成功经验, 强调他们的努力和策略选择如何影响了结果; 教师应给予积极的反馈和鼓励, 帮助学生相信自己能够改善阅读能力; 通过创造积极的学习环境, 激发学生的内在动机, 增强他们的学习信心。

3、教师应定期检查学生的反思表和自我评估, 提供具体的反馈, 帮助他们认识到自己的进步和需要改进的地方。根据学生的反馈, 教师可以调整教学策略, 确保学生能够有效使用所学的技能。

5. 结语

本实验测试了研究者在实验前提出的假设: 高中生无意识使用元认知策略的频率不高, 其中选择性注意策略的使用频率最高, 而自我评估策略的使用频率最低。同时, 学生的元认知策略水平与提高英语阅读能力之间存在强相关性, 元认知策略阅读培训能够有效提升学生的元认知策略水平, 因此在高中英语阅读教学中引入元认知策略培训是非常有效的。

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附 录

附 录 1. 高中生在阅读中的元认知策略使用情况问卷调查

本调查问卷旨在了解同学们的阅读习惯、培养阅读策略、提高英语阅读能力。请大家根据平时自己在阅读中使用元认知策略的真实情况如实填写。本问卷共 22 题，每题设置 5 个选项，分别对应 1. 完全不赞同；2. 不赞同；3. 不确定；4. 赞同；5. 完全赞同。请仔细阅读题目，根据你的实际情况认真作答，在符合的选项上选择对应的选项。本调查问卷用于科研，确保信息保密。非常感谢大家的参与！

基本情况：学校_____班级_____性别_____年龄_____

1. 我设定了阅读计划(例如多久阅读完一篇文章)。	5	4	3	2	1
2. 我会确立阅读目标。(例如考过托福)	5	4	3	2	1
3. 在阅读前我会总览全文，预测文章内容。	5	4	3	2	1
4. 我会对不同的文章采取不同的阅读方法或策略。	5	4	3	2	1
5. 我会激活背景知识和文章内容的联系来增进理解。	5	4	3	2	1
6. 我会在重点信息下划线帮助理解。	5	4	3	2	1
7. 我会关注特殊印刷字体例如斜体从而关注关键信息。	5	4	3	2	1
8. 我会关注标志词帮助理解。	5	4	3	2	1
9. 我会在阅读时关注文章主题句得出主旨大意。	5	4	3	2	1
10. 我会关注文章结构和组织形式。	5	4	3	2	1
11. 我会区别重点词和非重点词。	5	4	3	2	1
12. 我在阅读时会猜测不认识的单词或短语。	5	4	3	2	1
13. 我在阅读时会灵活调整阅读速度。	5	4	3	2	1
14. 阅读遇到困难时，我会下意识地重复阅读文章某部分。	5	4	3	2	1
15. 我偶尔停下来思考我是否读懂了阅读的内容。	5	4	3	2	1
16. 我会根据所读内容纠正预测。	5	4	3	2	1
17. 我会批判性地分析和评价文章的观点。	5	4	3	2	1
18. 在阅读后我会评价我对文章理解了多少。	5	4	3	2	1
19. 我会评价自己的阅读策略是否有帮助。	5	4	3	2	1
20. 我会评价阅读策略是否有效并思考如何提高阅读能力。	5	4	3	2	1
21. 我会通过阅读进行自我提问并找寻问题的答案。	5	4	3	2	1
22. 我会用中文或英文总结文章的主要内容或结构。	5	4	3	2	1

附 录 2. 元认知策略使用频率分级情况

平均数	频率	评价
4.5~5.0	高	总是
3.5~4.4		经常
2.5~3.4	中	有时
1.5~2.4	低	很少
1.0~1.4		从不

附录 3.

苍南县树人中学 2022 学年第一学期期中考试

高一英语

注意：全卷共 8 页，满分 100 分，考试时间 120 分钟，诗考试用黑色签字笔将所有试题的答案涂、写在答题纸上。

第一部分 听力(共两节，满分 20 分)

第一节(共 5 小题；每小题 1 分，满分 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。

1. What does the woman want to do?
A. Know about Pete. B. Get a ride. C. Drive to Boston.
2. What did Carla do this morning?
A. She bought a CD. B. She worked at a shopping mall. C. She joined a band.
3. How much water does the boy's mother need?
A. 11 cups. B. 6 cups. C. 5 cups.
4. Why does the man want to sit in the back row?
A. To see the show more clearly. B. To feel more comfortable. C. To be less disturbed.
5. What does the man suggest the woman do?
A. Catch a bus. B. Ask someone else. C. Find the entrance herself.

第二节(共 15 小题，每小题 1 分，满分 15 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题，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。听每段对话或独白前，你将有时间阅读各个小题，每小题 5 秒钟；听完后，各小题将给出 5 秒钟的作答时间。

每段对话或独白读两遍。

听第 6 段材料，回答第 6、7 题。

6. What is the probable relationship between the speakers?
A. Co-workers. B. Classmates. C. Waiter and customer.
7. When will the meeting be held?
A. On Wednesday. B. On Thursday. C. On Friday.

听第 7 段材料，回答第 8 至 10 题。

8. Where does Susan live?
A. 3A. B. 4A. C. 5A.
9. What does Susan sometimes do in her room?
A. Play the guitar. B. Read aloud. C. Work.
10. What does the man think of the sound?
A. Terrible. B. Noisy. C. Good.

听第 8 段材料, 回答第 11 至 13 题。

11. What are the speakers mainly talking about?

- A. Pet care. B. Rules about pets. C. A dog park.

12. What is the man probably?

- A. A hotel clerk. B. A dog walker. C. An apartment manager.

13. What does the man mean at the end of the conversation?

- A. There are some families with pets in the building. B. The woman cannot allow her dog outside.
C. The woman can keep a cat and a dog.

听第 9 段材料, 回答第 14 至 17 题。

14. What was the man doing when the accident happened?

- A. Running a marathon. B. Calling his father while driving.
C. Answering a phone call while riding a bike.

15. How did the man deal with the accident?

- A. By escaping quickly. B. By turning to the police. C. By making up for the damage.

16. How long did it take the man to recover?

- A. About 3 weeks. B. About 6 weeks. C. About 3 months.

17. How did the man feel about the Tokyo marathon?

- A. Regretful. B. Lucky. C. Worried.

听第 10 段材料, 回答第 18 至 20 题。

18. What will cost people \$250?

- A. A color TV. B. A digital piano. C. A king-size bed.

19. Where is the store located?

- A. Opposite Union Square. B. Across from the City Hall. C. Two blocks west of the City Hall.

20. When is the store open on weekends?

- A. From 9: 00 am to 10: 00 pm. B. From 9: 30 am to 10: 00 pm. C. From 10: 00 am to 9: 30 pm.

第二部分阅读(共两节, 满分 30 分)

第一节(共 10 小题; 每小题 2 分, 满分 20 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

One wet, rainy April afternoon Miss O'Shay, the principal, sent for Nancy Lee to stop by her office as school closed. Pupils without umbrellas or raincoats crowded in doorways hoping to make it home between showers. Outside the skies were grey. Nancy Lee's thoughts were suddenly grey, too.

She did not think she had done anything wrong, yet that tight (紧的) little knot came in her throat just the same as she came near Miss O'Shay's door. Perhaps she had banged her locker too often and too hard. Perhaps the note in French she had written to Sallie halfway across the study hall just for fun had never got to Sallie but into Miss O'Shay's hands instead. She knocked on Miss O'Shay's door. That familiarly solid and competent voice said, "Come in." Miss O'Shay had a way of making you feel welcome, even if your came to be punished. "Sit down, Nancy Lee Johnson," said Miss O'Shay. "I have something to tell you." Nancy Leesat down. "But I must

ask you to promise not to tell anyone yet.” “I won’t, Miss O’Shay,” Nancy Lee said, wondering what on earth the principal had to say to her. “You are about to graduate,” Miss O’Shay said. “And we shall miss you. You have been an excellent student, Nancy, and you will not be without honors on the senior list, as I am sure you know.” At that point there was a light knock on the door. Miss O’Shay called out, “Come in,” and Miss Dietrich entered. “May I be part of this, too?” she asked, tall and smiling. “Of course,” Miss O’Shay said. “I was just telling Nancy Lee what we thought of her. But I hadn’t got around to giving her the news. Perhaps, Miss Dietrich, you’d like to tell her yourself.”

Miss Dietrich was always direct. “Nancy Lee,” she said, “your picture has won the Artist Club scholarship.” The brown girl’s eyes widened, her heart jumped, then her throat tightened again. She tried to smile, but instead tears came to her eyes. “Dear Nancy Lee,” Miss O’Shay said, “we are so happy for you.” The elderly white woman took her hand and shook it warmly while Miss Dietrich smiled with pride.

Nancy Lee must have danced all the way home. She never remembered quite how she got there through the rain. She hoped she had been calm. But certainly, she hadn’t stopped to tell anybody her secret on the way. Raindrops, smiles, and tears mingled on her brown face. She hoped her mother hadn’t yet got home and that the house was empty.

21. How did Nancy feel on her way to Miss O’Shay’s office?

- A. Confident. B. Excited. C. Uncertain. D. Scared.

22. What can we infer from the passage about Nancy?

- A. She was often punished by the principal. B. She would never tell anyone her secret.
C. She was Miss Dietrich’s best student. D. She would try to hide feelings at home.

23. Which is the best title for this story?

- A. A New Star. B. The Girl. C. The News. D. A Young Artist.

B

There are many useful things we can do each day to feel better. It may take some efforts and time to make a habit of drinking 8 glasses of water daily or thinking more positively, but it is well worth it. What things do you do every day to feel better?

Probably the healthiest thing you can do to feel better each day is to exercise early in the morning. You don’t have to run the whole morning or spend a few hours in the gym. Even doing some easy exercise like walking, sit-ups (仰卧起坐) or jumping the rope will help you feel better in no time!

Again, due to our busy schedules, we don’t get enough sleep each night. If you have trouble falling asleep, avoid watching TV or surfing the Internet right before bed. Also, try to make healthy bedtime snack (零食) choices and don’t drink tea or coffee too late in the day.

If you drink 3 glasses of water, 4 glasses of coffee or tea and a glass of soda each day and think that you drink enough water, think again. Your body needs water (not coffee or soda!) to function properly. Aiming to drink 7~8 glasses of water each day can make you feel better.

Being positive is the key to a longer life. Positive thoughts can help improve your overall health. Life is full of stressful situations and it’s hard to stay cheerful when everything goes wrong, but your positive attitude can help you solve any problem and fight any stress faster and more easily. Your positive attitude is especially good for your heart health. Smile, stay positive and live a longer life!

24. In the author's opinion which can benefit us most in order that we feel better?
- A. Taking morning exercise. B. Sleeping enough.
C. Drinking enough water. D. Thinking more positively.
25. Which of the following agrees with what is said in Paragraph 3?
- A. Drinking tea before bed makes it harder to fall asleep.
B. Drinking tea or coffee makes us sleep less.
C. Watching TV or surfing the Internet leads to less sleep.
D. Our busy schedules cause more difficulty in falling asleep.
26. Why is water necessary to our body?
- A. Because it can make us feel better. B. Because it can have our body work smoothly.
C. Because it can do better to our body than coffee. D. Because it can help avoid feeling thirsty.
27. What do we need most when everything goes wrong?
- A. Thinking positively. B. Thinking out wise ways.
C. Having a right attitude. D. Staying cheerful.

C

There are only 24 hours in a day, and usually about a third of that is spent sleeping. So is it possible to make use of this time and learn a new skill or even a language? In other words, is sleep learning possible?

Many studies have found that a basic form of learning, called conditioning, can happen during sleep. In a 2012 study published in the magazine *Nature Neuroscience*, for example, Israeli researchers found that people can learn to connect sounds with smells during sleep. The scientists played a tone (声音) to sleeping study participants while putting some rotten (腐烂的) fish beside their beds. Once awake, when hearing the tone, the people held their breath in anticipation (预判) of a bad smell.

“This was a clear finding showing participants formed **new memories** during sleep,” said Andrillon, a scientist in this field.

Although the new memory was implicit (暗示性的), it could influence how people behave, researchers found in a 2014 study published in the *Journal of Neuroscience*. In that research, after spending a night in a room full of cigarette smell mixed with rotten eggs or fish, smokers use fewer cigarettes.

Andrillon and his team members have found that learning in sleep can also go beyond simple conditioning. In their 2017 study published in *Nature Communications*, participants were able to pick out sound features that they had heard during sleep.

Learning abilities in sleep may spread to learning of words. In a study published in *Current Biology*, researchers played pairs of made-up words and their supposed meanings, like “guga” means elephant, to sleep participants. After this, when awake, the participants did better in picking the right translation of made-up words in a multi-choice test.

So far, research suggests it may be possible to learn about the tone and pronunciation of a language or even the meaning of words while sleeping, although it is to a weaker level than what we do during the day without noticing.

28. What is the main purpose of the text?
- A. To show that sleep learning is possible. B. To study how to make use of sleep learning.

- C. To report some famous research findings. D. To prove sleep learning is implicit and weak.
29. What does the phrase “new memories” in the third paragraph refer to?
- A. Connection between sounds and smells. B. Connection between participants and scientists.
- C. The tone’s influence on the rotten fish. D. The rotten eggs’ influence on cigarettes.
30. What is the main idea of the last two paragraphs?
- A. Sleep can do good to learning. B. Language learning can happen in sleep.
- C. People learn in sleep in a different language. D. Sleep learning is better than daytime learning.

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。

Do you want to be cleverer and get more knowledge? Five ways can make you cleverer.

Don’t Watch TV Too Much

__31___. If you’re too tired, listen to some music. When you’re with your friends or family, leave the TV off and have a conversation. All of these things make your mind run better than television does and also allow you to relax.

__32__

Taking exercise always leads to greater learning. Use your body to clear your head and create more energy. Afterwards, you will feel more energetic and can concentrate (专注) more easily.

Read Challenging Books

If you want to improve your thinking and writing ability, you should read books that make you concentrate. __33__.

Early to Bed, Early to Rise

You’ ll be most refreshed if you go to bed early and don’ t sleep more than 8 hours. __34__ Waking up early makes you active all day.

Take Time to Reflect (反省)

Spending time alone on reflecting gives you a chance to organize your thoughts. Afterwards, you’ll have a better understanding of what’s important and what isn’t. __35__.

- A. Reading a classic novel will make you think more clearly.
- B. Watching a lot of TV does no good to your mind.
- C. Try to Learn
- D. Then the unimportant things won’t trouble you anymore.
- E. Take Exercise
- F. The more you sleep, the better it is.
- G. The early morning hours are most peaceful and productive (多产的).

第三部分语言运用(共两节，满分 35 分)

第一节(共 20 小题；每小题 1 分，满分 20 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。

In Chicago, the USA, there was a girl called Jenny. She was very polite and ready to help everybody. One day she found a brown paper bag on the way to school. She opened it and saw there was a lot of __36__ in it. She

thought she should hand it in to the teacher, so she__37__it in her schoolbag first.

When she went to the office, her teacher wasn't__38__. As it was time for class, she hurried to the classroom. After class, she told her friend, Linda, about the money that she__39__. Then, her greedy (贪婪的) friend__40__away the bag. After school, Jenny wanted to go to the__41__office again, but she found the money was missing.

The next day when the children were playing a game, Linda fell down and was hurt very badly. The other children stood around her and didn't know__42__to do. Jenny kept calm and did__43__to stop bleeding. She told the others to go to teachers for__44__. Soon a teacher took Linda to the__45__and the doctor examined her carefully. Within a week she was all right again. Jenny became very__46__in the school.

Three days__47__, Linda came to Jenny's house. Her__48__turned red. She was crying. She gave Jenny the__49__paper bag with the money in it and said, "Jenny, I have taken the money away. That day when you helped me, I felt very ashamed and now I decide to tell you the__50__. You are such a nice friend!__51__please don't tell the teachers about this!" Then Jenny said, "You are now__52__, but you have done a bad thing. Though I will not tell anyone, I want you not to be greedy and never to do anything wrong. The girl thanked Jenny and__53__ At the end of the term Jenny was given a__54__for being a very helpful girl in the school. Linda became an honest girl and was__55__greedy. Once wrong, never be wrong forever.

- | | | | |
|----------------|---------------|--------------|-----------------|
| 36.A. money | B. paper | C. broad | D. fruit |
| 37.A. got | B. kept | C. sent | D. caught |
| 38.A. away | B. out | C. off | D. in |
| 39.A. lost | B. found | C. saved | D. made |
| 40.A. took | B. brought | C. put | D. moved |
| 41.A. workers' | B. teachers' | C. doctors' | D. headmaster's |
| 42.A. what | B. how | C. when | D. where |
| 43.A. nothing | B. everything | C. something | D. anything. |
| 44.A. leave | B. treatment | C. action | D. help |
| 45.A. office | B. classroom | C. hospital | D. school |
| 46.A. popular | B. healthy | C. proud. | D. quiet |
| 47.A. in | B. after | C. later | D. before |
| 48.A. eyes | B. face | C. nose | D. ears |
| 49.A. red | B. black | C. pink | D. brown |
| 50.A. lie | B. story | C. truth | D. result |
| 51.A. Or | B. But | C. So | D. For |
| 52.A. honest | B. polite | C. generous | D. friendly |
| 53.A. got up | B. cheered up | C. gave up | D. woke up |
| 54.A. report | B. gift | C. prize | D. reply |
| 55.A. never | B. Sometimes | C. always | D. usually |

第二节课文知识点填空(共 15 小题; 满分 15 分)

一、单句语法填空(共小题; 每题 1 分; 满分 7 分)

56. Children are always curious about everything and ask many questions in ____ (curious).

57. Going on ___diet is not always beneficial to losing weight.
 58. They are busy making ___(arrange) for the coming party.
 59. In his teens, he ___ (prefer) to read books rather than play basketball.
 60. ___(apply) for a visa in advance is necessary for a trip abroad.
 61. Ten people got ___(injure) in the accident yesterday.
 62. The strong winds caused great damage ___the crops.

二、完成句子翻译(共 4 小题; 每题 2 分; 满分 8 分)

63. 没有你的帮助, 我不可能实现我的目标。(双重否定)

I _____achieve my goal _____your help.

64. 就是因为坏天气他昨天迟到了。(强调句型)

_____bad weather _____he was late for school yesterday.

65. 她正在和她的家人吃晚餐忽然大地开始摇晃起来。(句型: 正在做某事忽然……)

She _____with his family _____the earth began to shake.

66. 强烈建议你报名参加志愿者俱乐部。(recommend)

It is _____that you _____the Volunteer Club.

第四部分 写作(满分 15 分)

假如你是李华。你的美国笔友 Mike 本学期选修了汉语课程。最近, 他来信询问你如何学好汉语, 请你给他写一封回信, 并针对如何学好汉语给他提一些建议。

要点: 1、写信的目的。

2、具体建议。

3、表达希望。

注意点: 1、词数 80 左右

2、适当增加细节, 使行文连贯。

温州市 2022~2023 学年高一上学期 2 月期末考试

英语试题

第一部分 听力(共两节, 每小题 1.5 分, 满分 30 分)

第一节(共 5 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。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。

1. What subject does the woman do well in?
A. Math. B. Chinese. C. History.
2. Where will the woman put her sports bag?
A. In her car. B. On the desk. C. On the floor.
3. What does the man have to do?
A. Pick up the woman. B. Meet a customer. C. Have his car repaired.
4. What are the speakers talking about?
A. An injured neighbor. B. A baseball game. C. Health services.
5. How many people did they invite at first?
A. 14. B. 15. C. 16.

第二节(共 15 小题; 每小题 1.5 分, 满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项。听每段对话或独白前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 5 秒钟的作答时间。每段对话或独白读两遍。

听下面一段对话, 回答第 6 和第 7 两个小题。

6. What did the woman like doing before she was about ten?
A. Snowboarding. B. Climbing mountains. C. Playing computer games.
7. What does the woman's father think of car racing?
A. Dangerous. B. Expensive. C. Exciting.

听下面一段对话, 回答第 8 和第 9 两个小题。

8. At what time does the program start?
A. 6:00 p.m. B. 7:00 p.m. C. 10:00 p.m.
9. Why does the woman suggest her students see the program?
A. Because it is interesting. B. Because the host is her brother.
C. Because it is helpful for their science project.

听下面一段对话, 回答第 10 至第 12 三个小题。

10. Why can the woman keep slim?
A. She seldom eats meat. B. She does much exercise. C. She goes on a diet.
11. How often does the basketball club meet?
A. Once a week. B. Once two weeks. C. Once a month.
12. What are the speakers going to do on Sunday?
A. Go to the gym. B. Buy an exercise bike. C. Look for running machines.

听下面一段对话，回答第 13 至第 16 四个小题。

13. What was the man's problem about learning French?

- A. Learning grammar rules. B. Remembering new words. C. Understanding native speakers.

14. What does the man think of learning French?

- A. Boring. B. Hard. C. Important.

15. How does the man learn French?

- A. By listening to tapes. B. By attending classes. C. By reading the BBC books.

16. What does the woman suggest the man do?

- A. Use French often. B. Try different books. C. Watch some TV programs.

听下面一段独白，回答第 17 至第 20 四个小题。

17. How did Katrina have an accident?

- A. She sped through a light. B. She drunk a lot and hit a car. C. Her car was hit by a drunk driver.

18. Why does Katrina have to stay in the hospital for a few days?

- A. She is seriously hurt. B. She is asked to do so. C. She needs an operation.

19. What will Katrina receive in the hospital?

- A. A card. B. Flowers. C. A cake.

20. What is the probable relationship between the speaker and Katrina?

- A. Policeman and driver. B. Doctor and patient. C. Workmates.

第二部分 阅读理解(共两节，每小题 2.5 分，满分 50 分)

第一节(共 15 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，并在答题卡上将该项涂黑。

A

Do you ever suffer from bad-tempered (脾气差的) teachers who try to boss you around? Is your classroom never tidy enough? Do you too leave waste paper on the floor or write untidily? If so, then these instructions will be ideal for you. Read on and discover the simple steps to keep a bad-tempered teacher happy.

What you need: an apple

1. Wait until the teacher is out of the room.
2. Place an apple upon her desk.
3. Place beside it a note on which you have written, "To the best teacher in the world".
4. Sit back and wait for the desired effect to take place.

Tip: Make sure that she likes apples-as some teachers may prefer chocolate.

Five more simple things that you can do:

1. Offer to clean the blackboard at the end of each lesson.
2. Work in silence.
3. Raise hand and answer questions-without calling out.
4. Thank the teacher for such an exciting and interesting lesson.
5. Tell your friends in other classes that you have the most amazing teacher and make sure that you do this

as she is walking behind you!

Other useful tips

Tell your teacher that you have never been taught by a more creative, intelligent, challenging Grade 1 teacher before.

Offer to carry her bags to the car.

Smile and nod appreciatively even when she is being boring.

21. Why do the students put an apple with a note on the teacher's desk?

- | | |
|--|--|
| A. To encourage the teacher. | B. To express their preference for apples. |
| C. To offer the introduction of the apple. | D. To tell the teacher eating apples is good for health. |

22. What could you let your teacher know?

- | | |
|---|--|
| A. You always work in silence. | B. She is the best teacher you meet. |
| C. She is less intelligent and challenging. | D. You always carry her bags to her car. |

23. What shouldn't you do when the teacher is angry?

- | | |
|-----------------------------------|---|
| A. Study peacefully. | B. Express your thanks to her. |
| C. Call out without raising hand. | D. Clean the blackboard when class is over. |

B

Alfie Crackmell was the smallest boy in his class. All his school days he had been called all kinds of names - Titch, Tiny, Midget. Today he didn't care about that because he had something in his pocket that he was not allowed. It was a large bag of sweets which his uncle had given that morning.

Alfie ran out into the playground and made his way up to the top end by the gym. No one hung around up there because it smelt and was cold. Alfie didn't care. He just wanted to be alone so that he could taste a gumdrop (跳跳糖). The packet was rather sticky and as he opened it, he could smell the sweets. He pulled out a large, red gumdrop and popped it into his mouth. He had planned to see how long he could make it last but within a moment he couldn't help chewing (嚼) madly with excitement, his teeth sticking together.

Suddenly, he heard a noise behind him. He turned round, and leaning on the side of the wall was Billy Boon. The two boys eyed each other. They had never been friends.

"Give me one", ordered Billy, taking a step forwards. Alfie knew that it was no good running. Billy was not only the largest boy in the school but also the fastest. He hadn't got a chance. Alfie dug his hand into his pocket and pulled out an old piece of chewing gum (口香糖) that he had found stuck (粘) under his table in the classroom. He had been saving it up for emergencies.

"Here", said Alfie, holding the gum out. Billy grabbed it and put it into his mouth. As soon as his tongue felt the cold, hard gum he knew that Alfie had cheated him, but as he was about to grab him, a voice rose, "Are you chewing, Billy?"

There was silence as Mr Barsby made Billy open his mouth wide, checked to see the contents and then made him throw the gum into a dustbin. Alfie stood by and watched with delight. After all, chewing in school was not allowed. Sweets were not healthy, and Billy should have known it better.

24. Why did Alfie run to the top end by the gym?

- | | |
|-----------------------------|---------------------------------|
| A. Billy seldom went there. | B. Mr. Barsby often went there. |
|-----------------------------|---------------------------------|

- C. There it smelt and was cold. D. He wanted to eat the sweet secretly.
25. What can be inferred from the text?
 A. Alfie was slowest in his class. B. Alfie was very happy in the school.
 C. Alfie found the gumdrop delicious. D. Alfie was caught cheating Billy by Mr. Barsby.
26. For what reason did Alfie have an old piece of chewing gum?
 A. He prepared it for first aid. B. He knew Billy would like it.
 C. He wanted to cheat Mr. Barsby instead. D. He could give it to others to protect his gumdrop.
27. What might be a suitable title for the text?
 A. One sweet going bad. B. One sweet for emergency.
 C. One kid to punish. D. One kid with a bad future.

C

Despite common concerns that the social is competitive, cooperation (合作) among strangers has gradually increased in the U.S. since the 1950s, according to the research published by the American Psychological Association.

“We were surprised by our findings that Americans became more cooperative over the last six decades because many people believe U.S. society is becoming less socially connected and less trusting,” said lead researcher Yu Kou, PhD, a professor of social psychology at Beijing Normal University.

The researchers analyzed 511 studies conducted in the United States between 1956 and 2017 with a total of more than 63,000 participants (参与者). Those studies included lab experiments measuring cooperation among strangers. The study found a small, gradual increase in cooperation across the 61-year period, which the researchers said may be linked to great changes in U.S. society. The increase in cooperation was related with increases in social wealth, income inequality and the number of people living alone.

Increased cooperation has been linked with market competitiveness and economic growth in former research. As more people live in cities and on their own, they may be forced to cooperate with strangers, said study co-author Paul Van Lange, PhD. He said, “U.S. society may have become more self-centered, but people have not.”

The researchers note that former studies have found that levels of cooperation do not differ by sex or race in the U.S. However, the studies were conducted in lab settings primarily with only college students as participants, so the findings may not be representative (代表性的) of real-life situations or of U.S. society as a whole.

28. How did the researchers draw the conclusion?
 A. By doing street surveys. B. By conducting lab experiments.
 C. By analyzing collected examples. D. By interviewing different strangers.
29. What can we learn about the study from paragraph 3?
 A. The finding was predicted. B. The data before 1956 could not be found.
 C. The cause for the increase in cooperation was not clear at all.
 D. Increase in cooperation was connected with many fields of society.
30. Where is text probably from?
 A. A magazine. B. A newspaper. C. A diary. D. A website.
31. What might the researchers do next?
 A. Conducting more experiments in the real-life situations.

- B. Finding the period when cooperation among strangers increased.
- C. Making sure levels of cooperation may be different by sex or race in the U.S.
- D. Discovering the connection between increase in cooperation and changes in U.S. society.

D

For a period of more than 10 years, improvements were seen in the Brazilian Amazon rainforest. Deforestation rates (毁林率) dropped and stayed below 10,000 square kilometers a year. But that changed in January 2019, when President Jair Bolsonaro took office.

Researchers and environmentalists have blamed (责备) Bolsonaro for causing sharp increases in deforestation rates. Bolsonaro is set to leave office on January 1, 2023, after recently losing re-election to former President Silva.

“Part of the tree cutting and burning during the dry season happens in areas that are supposed to be protected. In recent years, deforestation has reached protected areas where previously there was almost no destruction,” said Jakeline Pereira, a researcher with the Amazon Institute. Pereira told the AP, “In Paru's region, rainforest was destroyed to enlarge land for crops and cows.” Bolsonaro has been blamed for weakening environmental agencies to support economic development.

Brazilian President-elect Silva recently promised cheering crowds at the U.N. climate meeting in Egypt to end all deforestation across the whole country by 2030. “The climate problems will be more serious if the Amazon isn't protected,” he said.

The Amazon rainforest covers an area twice the size of India. It acts as a buffer against climate change by taking in large amounts of CO₂. It is also the most biodiverse (多种生物的) forest in the world, and the home of tribes that have lived in the area for thousands of years.

32. How much might the forest lose in 2018?

- A. 9400 square kilometers.
- B. 10,000 square kilometers.
- C. 11,000 square kilometers.
- D. 13,000 square kilometers.

33. Why was President Jair Bolsonaro blamed?

- A. He ignored the development of the economy.
- B. He lost the re-election to former President Silva.
- C. He took actions to reduce the area of rainforest.
- D. He focused more on economy at the cost of deforestation.

34. What does “buffer” underlined in paragraph 5 refer to?

- A. Railway.
- B. Shelter.
- C. Computer.
- D. Person.

35. What is the main idea of the text?

- A. Silva was researching the rainforest.
- B. Brazilian people hated deforestation.
- C. Brazilian rainforest in danger needs protecting.
- D. Silva was a better president than Jair Bolsonaro.

第二节(共 5 题：每小题 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

Ways Your Cell Phone Affects Your Body and Mind

First, some good news. Your phone can keep you safer. A study found that 137 more lives were saved per

100,000 patients when people called 911 from a mobile phone rather than from a fixed one. __36__

Scanning your phone right before bed can cause sleep disorder. To avoid that, make a habit of not using your phone for at least 30 minutes before you close your eyes.

__37__ People now spend more than five hours a day typing and tapping, and feel eyes achy. About 60 percent of Americans experience discomfort, such as dryness, eye tiredness, and even headaches. Try taking a break from screens every 20 minutes.

When you are awake, a single sound on your phone can signal the coming news. However, this can weaken your ability to focus on a task. __38__ It can even encourage creative ideas when you are alone. When you're bored, four different areas of your brain become active and work together to pull in thoughts and combine them in unique ways.

Memory suffers too. __39__ Instead of relying on the instructions from your phone's

GPS, older adults choose the old way, which increases activity in a part of the brain important for memory. Taking pictures with your phone may also harm your memory.

It would be easy to avoid all these problems by simply putting down your phone. The problem: It isn't so easy. __40__ And researches have proved this real. Of course, there are many phone apps to help you control your phone addiction. Or you can just let the battery rundown and forget about it!

- A. But there are plenty of worries too
- B. Your phone can do damage to your eyes
- C. Silence your phone or simply put it away can help.
- D. Walking with your face in your phone can be dangerous
- E. People may feel painful when separated from their phones
- F. Your hand may feel painful when you hold your phone too long
- G. Using a map and trying to remember it may be better for your brain

第三部分 语言运用(共两节, 满分 30 分)

第一节 完型填空(共 15 题: 每小题 1 分, 满分 15 分)

阅读下面短文, 从短文后各题所给的四个选项(A、B、C 和 D)中, 选出可以填入空白处的最佳选项, 并在答题卡上将该项涂黑。

What do you want to be when you grow up? An employment (就业) officer, which helps people find jobs and return to school, was never on my list until I was __41__ by Service Canada. What could be more __42__ than to help others?

I have always said that people are at their worst when they are __43__ or sick. I must say that some of their days were __44__.

One day a lady came to the office with a dream to become a registered nurse. But her family did not __45__ her for the financial (财务的) problem. I could see her love for nursing, so I __46__ her to realize her dream. I shared with her the information necessary to __47__ nursing school, and she left the office.

Many years later, I had cancer and went to the hospital for an operation. It was successful, __48__, very painful. One night the pain was so bad that I had to __49__ the bell. A nurse came and offered to help. I thanked

the nurse for coming to my __50__, saying. "I am not usually like this."

To my __51__, she said, "Oh, I know that, Mrs. Bryenton." She went on to thank me that I had encouraged her to follow her __52__. And here she was.

I was totally shocked as she __53__ the story to me. I did remember this young lady. You never know what effect your encouraging words will have on someone.

Winston Churchill stated, "We make a living by what we __54__, but we make a __55__ by what we give." I truly believe I was placed on Earth for a reason.

- | | | | |
|----------------------|-------------------|------------------|----------------|
| 41. A. hired | B. fired | C. impressed | D. beaten |
| 42. A. surprising | B. disappointing | C. satisfying | D. annoying |
| 43. A. out of breath | B. out of control | C. out of danger | D. out of work |
| 44. A. boring | B. challenging | C. encouraging | D. confusing |
| 45. A. affect | B. promote | C. support | D. demand |
| 46. A. encouraged | B. prevented | C. forced | D. begged |
| 47. A. arrive at | B. graduate from | C. refer to | D. apply for |
| 48. A. however | B. therefore | C. otherwise | D. besides |
| 49. A. answer | B. ring | C. lose | D. bear |
| 50. A. knowledge | B. mind | C. sense | D. rescue |
| 51. A. embarrassment | B. satisfaction | C. amazement | D. confusion |
| 52. A. dream | B. example | C. advice | D. lead |
| 53. A. left | B. detailed | C. read | D. stressed |
| 54. A. want | B. make | C. take | D. get |
| 55. A. comment | B. life | C. list | D. promise |

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。

In our class we have been debating whether or not children should have to do housework when they are at home. Some of the class believe that children should help parents __56__ basic housework. They have __57__ number of reasons for suggesting this. They suggest that there are many jobs __58__ a child can easily do. These would include simple tasks like __59__ (wash) up, putting away, laying the table, and so on. Another reason is that when children are older they will have to look after __60__ (they), and carrying out these jobs is a good __61__ (prepare).

On the other hand, quite a lot of our class have argued against the idea. They believe that housework is boring and that children do not do it very well anyway. One mother said that it was __62__ (easy) to do a job herself in the beginning __63__ her daughter only made the jobs worse.

__64__ (final), after listening to all the arguments that people have suggested, I have made up my own mind. I believe that children should do some basic housework. This __65__ (mean) that they learn how to care for themselves and do not become lazy.

第四部分 写作(共三节, 满分 40 分)

第一节 单词拼写(共 10 小题: 每小题 1 分, 满分 10 分)

66. F_____ is the mother of success.
67. She had had her hair cut, so I couldn't r_____ her at first sight.
68. I am very sorry to hear that he got badly i_____ in a car accident
69. At the beginning of the new term, I'd like to make a good first i_____ on my teachers
70. Zhong Nanshan, a medical scientist, has made a great c_____ to the control of the COVID-19.
71. I am looking forward to _____ (探索) the island.
72. The giant panda is an animal _____ (特有的) to China.
73. The smile on her face made all my efforts _____ (值得的).
74. Chinese students are _____ (好奇的) about the school life of American students.
75. Doctors often _____ (推荐) that we should drink more water when catching a cold.

第二节 话题微写作(满分 15 分)

将下面 5 个句子按括号内的要求翻译并连成一篇微作文。

1. 2021 年, 一场洪水袭击了郑州, 造成了严重的损害。(strike; cause)
2. 据报道, 在此次灾难中死亡或失踪的人数超过了 300 人。(report; the number of)
3. 恶劣的条件和被淹的道路使得食物和物资运送非常困难。(it 作形式宾语; deliver)
4. 幸运的是, 政府派出了救援人员奔赴郑州帮助家园被毁的人们。(whose 引导的定语从句; destroy)
5. 正是政府的支持和人民的努力才帮助郑州重新站起来。(强调句型; get back on one's feet)

第三节 应用文写作(满分 15 分)

假定你是李华, 下个月你将参加学校举办的英语演讲比赛, 在备赛过程中你遇到了一些困难。请你给外教 Mike 写封邮件, 请他帮忙指导。内容包括:

1. 写信目的;
2. 求助内容;
3. 期待回复。

注意: 1. 词数 80 左右;

2. 可以适当增加细节, 以使行文连贯。