

尖子生的狂欢 中等生的风暴



考进 实验班

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山西教育出版社



告诉你怎样考进实验班



3031

考进 实验班

初中



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出版宣言



每个面临升学的优秀学生都怀揣着考进实验班的梦想,因为从某种程度上说,那意味着你在步入重点大学、实现自己人生理想的道路上迈出了坚实的一步。那么,要实现进军实验班的宏伟蓝图,你就应该找到适合阅读、有助于冲刺的图书,而《考进实验班》,就是你必胜的选择。

《考进实验班》丛书跨越小学、初中两个学段,与“实验班”招生考试科目同步。初中版5册、小学版3册,是目前此类图书中**覆盖学科最广、教学内容最全、实用性最强**的系列丛书。《考进实验班》不仅有助于指导优秀学生升考实验班,而且为有潜质的中等生小学升初中、初中升高中的过渡衔接提供了有力帮助!

本丛书具有以下几个特点:

编写原则:“欲穷千里目,更上一层楼。”只有站得高,才能看得远。丛书以考点为核心,以训练为主线,以彻悟为目的,以创新为要义,从设计到编写都要求更好、最好,更高、最高。

作者阵容:《考进实验班》丛书全部由特级教师、高级教师主笔,采取双学段老师编写的方式,即由高一级学段老师和本学段老师合作编写,各展所能、优势互补,使全书实现了“命题思想、能力考查、解题技巧”的最佳结合。初中升高中段丛书由高中老师和初中老师共同完成;小学升初中段丛书由初中老师和小学老师共同完成,最后都由专家亲自审定。

双学段选材:《考进实验班》丛书内容采用一升、一降的选材方法。升:就是提升对本学段内容的能力考查;降:就是降低高一级学段的教室内

容,回归到本学段,但要向高一级学段的能力靠拢。同时,打破各学段原有的定势思维,使全书具有更丰富的信息,更深刻的内涵和外延,体现了知识的兼容性、渗透性、统帅性,建立了更灵活、更科学的解题思路。

双轨介绍知识:《考进实验班》丛书紧扣各学段的教材,保持了学科的系统性、科学性和复习的合理性;又结合各学科的特点,编写了对应的社会知识、生产知识、科普内容,归纳了解题技巧,以全面提高学生的能力。

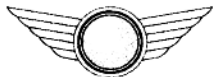
双向学习:《考进实验班》丛书有名师导学,能使学生更能明确方向;有典型题目可供参考,能使学生能力得以升华;有科学方法的指导,可帮助学生将知识转化成能力;有针对性提升训练,让学生用能力提高解题技巧。丛书的“自测”专栏,用于学生自我检验能力的实际水平,为进一步提高素质奠定基础。

对向目标:《考进实验班》丛书既是学生升考实验班的良师,又是学习生涯中由本阶段过渡衔接到高一级学段的益友。小学段丛书,适用于应届优秀小学生,也适用于初中学生;初中学段丛书适用于应届优秀初中生,也适用于高中学生。它的确是一套具有导向性、衔接性、广泛性的丛书。

人们都知道:为什么要考实验班

我们告诉你:怎样考进实验班

《考进实验班》:祝你考进实验班



编者心语



考进实验班是多少中学生梦寐以求走向人生成功的开始,但是怎样在激烈的竞争中脱颖而出,胜人一筹,许多学生如临茫茫大海,随波逐流。《考进实验班》丛书将带你奔向成功的彼岸。

《考进实验班》初中英语的编写思路是:组织有多年指导复习、备考经验丰富的初高中优秀教师,研究实验班选拔考试的最新动向,对历年实验班考试题中有指导意义和适合今后命题方向的题目进行优选、精选、加以点拨,并在此基础上再用一定的例题进行发散创新能力的培养,最后进行综合应用能力训练和检测。本书还重视对知识进行归纳、总结、分类和梳理,使学生在备考中能达到对知识点与面的结合,既知其然又知其所以然。在本书的体例编排上分为以下几部分:

知识梳理:将词汇归类,分类记忆,在归纳总结中活用所学词汇。能够举一反三,触类旁通。

经典题析:透析各种优秀试题,帮你明晰区别,加深理解,准确掌握“易混易错”的知识点。

能力拓展:新颖的题型,适当的难度,科学的梯度既能使学生掌握基础知识、基本技能,又能使学生从题海战术中解放出来。精挑细选的习题真正起到事半功倍的作用。

考题预测:既是针对实验班考试的习题精选,又是各校名师多年教学经验的积累与升华在此展现。精辟独到的答案解析极易引起学生们的思想共鸣。

课外时空:品味原汁原味的“时尚英语”,体验英语的提炼与幽默,使学生在娱乐中学习,在学习中提高。

《考进实验班》帮您制定复习备考的最优方案,帮您打造决胜实验班考试的秘密武器,为您把握闯关考试的瞬间机遇。该书既是优秀生考进实验班的必备用书,也可供高中学生复习初中内容,做好初高中衔接的良师益友。同学们,让我们共同努力吧。

当然,我们有限的水平和工作中的失误或许给您带来些许不便,还望您能谅解并指正。

编者

2005年7月



考进实验班

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Unit 1 How do you study for a test?

知识梳理

明方向



词汇

be afraid	be impressed
frustrate	end up enjoy

1. be afraid

1) be afraid of sth.; afraid 在这里作表语, 它有“害怕, 担心……, 恐怕……”等意思。例如:

I am afraid of snakes. 我怕蛇。

当后面接动词时, 要用动词的 -ing 形式。例如:

He is afraid of going out at night. 他害怕晚上出门。

Don't be afraid of making mistakes when you are learning to speak English. 在你学习说英语时, 别害怕犯错。

2) be afraid to do sth. 不敢做…… 例如:

She is afraid to go out alone at night. 她晚上不敢独自外出。

3) be afraid + that 从句。例如:

He's afraid that he'll be late for class. 他害怕上学迟到。

注意:

① afraid *adj.* 只作表语, 不能作定语。

② be afraid to (do) “不敢(做)……”, be afraid of (doing) “害怕(会做)……”。例如:

I am afraid to run the risk. 我不敢冒险。

I am afraid of running the risk. 我害怕会冒风险。

注意: 在口语中 I am afraid 往往用于表示“抱歉”或“遗憾”, 有时意思和 I think 相同。

2. be impressed... 印象很深/使人牢记

1) be impressed with... 使(人)印象深刻; 使铭记。例如:

His words are strongly impressed on my memory. 他的话使我深深铭记心头。

2) 与 on 连用, 使印象深刻。例如:

I impressed on him the importance of his work. 我使他注意他的工作的重要性。

3) be impressed by... 对……印象深刻。例如:

I'm impressed by so many modern buildings in Shenzhen. 我对深圳的这么多现代化的建筑印象很深。

I saw a lady at the gate of your company, I was impressed by her beauty. 在你公司门口我看到一位女士, 她的美丽给我的印象很深。

3. frustrate *vt.*

1) 挫败; 破坏。例如:

The weather frustrated our plans. 天气破坏了我们的计划。

2) 使失望; 使沮丧。例如:

The trouble is that he frustrates much easily. 他的毛病是他很容易泄气。

3) frustrated *adj.* 失败的; 失意的; 失望的

be frustrated in 在……方面归于失败

4) frustrating *adj.* 令人沮丧的; 令人失望的; 无效的。例如:

He finds watching movies frustrating because

the people speak too quickly. 他发现看电影效果不大,因为人们说得太快。

4. end up

1) 竖起, 直立。例如:

There ends up a big board. 那儿竖着一块大牌子。

2) 结束, 告终。例如:

He ended up his lecture with a famous saying. 他用一句名言结束了他的演讲。

3) 死

4) end n. 结尾; 末端; 结局

at the end of 在……的末尾; in the end 最后; 终于; from beginning to end 从头到尾; by the end of 到……末为止

5. enjoy

1) enjoy sth. 喜欢/欣赏某物。例如:

We all enjoyed the wonderful film. 我们都喜欢那部精彩的影片。

2) enjoy doing sth. 喜欢做某事。例如:

Young people usually enjoy listening to pop music. 年轻人通常喜欢听流行音乐。

3) enjoy oneself 玩得开心。例如:

They enjoyed themselves very much at the party. 他们在晚会上玩得很开心。

语法

1. How do you study for a test?

1) how 用于疑问句中, 用来对方式进行提问, 表示怎样, 如何。例如:

—How do you usually go to school?

—By bus.

—你通常怎么上学?

—坐汽车。

2) how 还可用于询问人的身体怎样。例如:

How is your mother? 你母亲身体好吗?

3) how 用在感叹句中。例如:

How well you look! 你看起来多么健康啊!

How clear the water is! 这水多清啊!

此外, how 还可以和其他词一起使用, 用来提问年龄, 身高, 数量, 价格等。

2. I study by listening to cassettes.

1) 句中的 listening 是动名词, 作介词 by 的宾语, 本单元出现的类似用法的句子还有:

What about listening to cassettes? 听磁带怎么样?

When we asked about studying grammar, she said, "I never study grammar." 当我们问到有关语法的学习时, 她说: "我从不学语法。"

注意: 介词后面加动名词作介词宾语。

2) 动名词在句中还可作主语。例如:

She said that memorizing the words of pop songs also helped a little. 她说记忆流行歌曲的歌词也有一些帮助。

Liu Chang said that joining the English club at school was the best way to improve her English. 刘畅说参加校英语俱乐部是她提高英语水平的最佳方法。

3) 介词 by 有多种用法, 此处它的意思是“通过……方式, 凭……”, 后常接动名词, 形成“by + v. -ing”结构, 表示通过做某事而得到某种结果。例如:

She made money by writing. 她靠写作挣钱。

We went by air. 我们乘飞机走。

此外, by 还有“在……旁, 靠近”“经过”“被, 由”“截止某一时间”“根据, 依照”“相差”等意思。例如:

There is a house by the river. 河边有一座房子。

She came by his room and stopped. 她经过他的房间, 停了下来。

This movie is directed by Zhang Yimou. 这部电影是由张艺谋导演的。

You must finish this task by the end of this month. 截止到这个月底, 你必须完成这项任务。

It's 3 o'clock by my watch. 我的表是三点。

Our basketball team lost the game by only one score. 我们的篮球队仅以一分之差输了这场比赛。





D 1. Tomorrow is Sunday. What about ____ to the beach?

- A. go B. to go
C. went D. going

(2004, 安徽省中考)

解析 >> 本题中 What about ...? 这一句型是用来提供建议或征询对方的意见。题意为“(我们)去海滩怎么样?”其中 about 是介词, 所以要选 going, 作为介词 about 的宾语。

答案: D

2. Many young people enjoy ____ the pop music.

- A. listening to B. listening
C. listen to D. to listen to

(2004, 乌鲁木齐市中考)

解析 >> enjoy 后面只能使用 v. + ing 形式, listen to 是词组。

答案: A

3. You don't need to look ____ every new word in your dictionary while reading.

- A. for B. at
C. after D. up

(2004, 湖北省中考)

解析 >> look 可以和这四个词中的任意一个组成词组, 但根据句意只能选 D, 表示查询。

答案: D

4. —Can you tell me ____ English at home?

—Listen to the English programme and do a lot of reading.

- A. how to read B. how to learn
C. when to use D. where to use

(2004, 广东省中考)

解析 >> 本题考查疑问词加动词不定式这一知识点, 因为回答的是方法, 故选 how to learn。

答案: B

5. —How about the young lady?

—It's hard to say, but her voice ____ beautiful.

- A. sings B. hears
C. listens D. sounds

(2004, 重庆市中考)

解析 >> 四个词中只有 sounds 是连系动词, 后面可以跟形容词作表语。

答案: D

能力拓展



强能力

I. 单项选择

1. What about ____ aloud to practice pronunciation?

- A. reading B. make
C. listening to D. speak

2. You can know the news by ____.

- A. studying grammar
B. using them
C. watching TV
D. read newspapers

3. Many Chinese people got ____ when they saw Liu Xiang won the gold medal in

Olympic Games on TV.

- A. excite B. exciting
C. excites D. excited

4. When you don't know the way in a new place, you can ask the police for ____.

- A. help B. money
C. answer D. way

5. Be careful! The traffic is moving fast.

It's ____ dangerous ____ cross the street.

- A. so; that B. too; to
C. to; too D. to; to

- (C) 6. Tom has a very good memory. He can _____ all the words he learned quickly.
A. read B. listen C. memorize D. write
- (B) 7. She wants to be a singer. So she often _____ practices _____ in her room.
A. sing B. singing C. to sing D. sings
- (B) 8. He never speaks in class. Because he is _____ afraid that his classmates may _____ him.
A. laugh at B. talk to C. look at D. listen to
- (P) 9. They enjoy _____ TV after dinner.
B A. reading B. watching C. listen to D. see
- (C) 10. You don't need to _____ every new word you meet in the dictionary when we read English articles.
D A. look for B. look like C. look at D. look up
- (C) 11. She was only five, when she _____ "Yue Yang Lou Ji".
C A. memorizes B. memorize C. memorized D. memorizing
- (D) 12. She set the hair _____ her husband liked it.
B A. in a way B. in the way C. in no way D. in the way of
- (P) 13. Thick fog _____ their attempt to land on the tiny island.
P A. frustrated B. defeated C. encouraged D. succeeded
- (A) 14. 1,500 people _____, included 250 students will attend the Awarding Ceremony of Nobel Prize.
A A. at all B. at all nothing C. after all D. in all
- () 15. He didn't expect to be treated any _____ from anyone else.
C A. difference B. different C. differently D. differ
- () 16. She _____ her speech with a poem we _____ learned _____ of the last term.
D A. ended up; at the end B. ended up; in the end

- C. ended up; to the end
D. ended up; by the end
- (B) 17. My brother _____ me to play another ping-pong game yesterday.
A. challenge B. challenged C. challenges D. challenging
- (P) 18. I was afraid _____ what I might hear.
A. of B. to C. that D. for
- (B) 19. Don't be afraid _____ ask questions.
A. of B. to C. that D. for
- (D) 20. After a few years he was sent back to his _____ country.
A. nature B. natural C. foreign D. native
- (P) 21. I won't watch the TV play if my father _____ me do my homework.
C A. let B. will let C. lets D. won't let
- (P) 22. The coach _____ him so much that he hated going swimming.
A. terrified B. terrify C. terrifying D. terrific
- (B) 23. He wondered _____ to do next.
A. who B. what C. how D. where
- (B) 24. It is a good way for us to improve our English _____.
A. to speak a lot B. by speaking a lot C. with speaking a lot D. speak a lot
- (B) 25. Yesterday I was walking in the street, _____ when a ball hit _____ head.
D A. me; in the B. me; on my C. me; in my D. me; on the
- (C) 26. We held an English party last week and everyone present _____.
A. have a good time B. enjoyed C. had fun D. happy
- (A) 27. Because he was ill, _____ he could not go to school.
C

- A. so B. but
C. / D. however
- (A) 28. When I came in, I found him ____ cards with some friends.
A. playing B. to play
C. played D. play
- (B) 29. It is ____ for them to make a good preparation for the exam.
A. necessarily B. important
C. lucky D. dislike
- (A) 30. In order to make our life better, ____, we should do something to stop pollution.
A. at first B. at last
C. most important D. to begin with

II. 完形填空

A

Some personal characteristics play an important role in the development of one's intelligence. But people fail to realize the importance of training these factors in young people.

The so-called "non-intelligence factors" include 1 feelings, will, motivation, interests and habits. After a 30-year-follow-up study of 8,000 males, American psychologists 2 that the main cause of disparities in intelligence is not intelligence 3, but non-intelligence factors including the desire to learn, will-power and self-confidence.

Though people all know that one should have definite objectives, a strong will and good learning habits, quite a number of teachers and parents don't pay much attention to 4 these factors.

Some parents are greatly worried 5 their children fail to do well in their studies. They blame either genetic factors, malnutrition, or laziness, but they never take 6 consideration these non-intelligence factors. At the same time, some teachers don't ask about these, as reasons 7 students do poorly. They simply give them more courses and exercises, or 8 criticize or laugh at them. After all, these students lose self-confidence. Some of them just feel defeated and 9 themselves up as hopeless. Others may go astray because they are sick of learning. 10 investigation of more than 1,000 middle schools in Shanghai

showed that 46.5 percent of them were 11 of learning, because of examinations, 36.4 percent lacked persistence, initiative and consciousness and 10.3 percent were sick of learning.

It is clear 12 the lack of cultivation of non-intelligence factors has been a main obstacle to intelligence development in teenagers. It even causes an imbalance between physiological and 13 development among a few students.

If we don't start how to strengthen the cultivation of non-intelligence factors, it will not only affect the development of the 14 of teenagers, but also affect the quality of a whole generation. Some experts have put forward suggestions about how to cultivate students' non-intelligence factors.

First, parents and teachers should 15 understand teenage psychology. On this basis, they can help them to pursue the objectives of learning, exciting their interests and toughening their will-power.

- | | |
|------------------------|-------------------|
| () 1. A. one's | B. their |
| C. his | D. her |
| () 2. A. came out | B. found out |
| C. made out | D. worked out |
| () 3. A. in itself | B. by itself |
| C. itself | D. on its own |
| () 4. A. believing | B. studying |
| C. cultivating | D. developing |
| () 5. A. about | B. when |
| C. how | D. whether |
| () 6. A. for | B. in |
| C. into | D. over |
| () 7. A. why | B. that |
| C. when | D. how |
| () 8. A. ever | B. even |
| C. still | D. more |
| () 9. A. put | B. get |
| C. handle | D. give |
| () 10. A. The | B. An |
| C. Another | D. A |
| () 11. A. afraid | B. ahead |
| C. aware | D. ashamed |
| () 12. A. that | B. how |
| C. why | D. which |
| () 13. A. intelligent | B. characteristic |

- C. psychological D. physical
() 14. A. intelligence B. diligence
C. maturity D. performance
() 15. A. fully B. greatly
C. very D. highly

B

A boy walked along Carver Street, singing a sad song. He walked with his head down. Once he looked up and noticed the sign across the empty street, painted on the side of an old house. On the sign a big woman with yellow hair and a five-mile smile held out a big bottle. "Coca-Cola. Drink Coca-Cola," the sign said.

"Boy!" the silence was cut by a sudden cry. He turned around quickly to see who had called.

An old woman was standing at her door.

"You boy! Come here this minute."

Slowly the boy stepped onto the cold flat stones leading to the old woman's house. When he arrived at her house, she 1 out her hand and wrapped her 2 old fingers around his arm.

"Help me inside, boy", she said. "Help me 3 to my bed. What's your name?"

"Joseph," he said.

The old woman on the bed tried to 4 up, raising herself on her elbow. Water ran from her eyes and mouth. The sight of her made Joseph feel 5.

"I'm dying, Joseph. You can see that, can't you? I want you to write a 6 for me. There's paper and pencil on the table there."

Joseph looked down at the 7, and then looked out the window. He saw the sign again: "Coca-Cola. Drink Coca-Cola."

"I want my silver pin to go to my daughter."

Joseph bent his small body over the table and 8 the pencil slowly across the paper.

"There's my Bible," the old woman said. "That's for my daughter, too. I want a 9 Christian burial with lots of singing. Write that down, too. That's the last 10 of a poor old woman."

The boy laboured over the paper. Again he looked out the window.

"Here. Bring it here so I can 11 it."

Joseph found the Bible, and, placing the paper inside, laid it next to the bed.

"12 me now, boy," she sighed. "I'm tired."

He ran out of the house.

A cold wind blew through the 13 window, but the old woman on the bed 14 nothing. She was dead. The paper in the Bible moved back and forth in the wind. 15 on the paper were some childish letters. They formed the words: "Coca-Cola. Drink Coca-Cola."

- () 1. A. reached B. let
C. pushed D. pointed
() 2. A. firm B. smooth
C. dry D. fresh
() 3. A. back B. over
C. away D. ahead
() 4. A. sit B. get
C. stand D. wake
() 5. A. ill B. sick
C. unpleasant D. funny
() 6. A. letter B. note
C. will D. message
() 7. A. table B. pen
C. paper D. woman
() 8. A. moved B. drew
C. used D. pulled
() 9. A. great B. merry
C. splendid D. real
() 10. A. hope B. chance
C. opinion D. wish
() 11. A. sign B. read
C. remember D. copy
() 12. A. Hold B. Leave
C. Excuse D. Pardon
() 13. A. large B. open
C. small D. pretty
() 14. A. did B. saw
C. felt D. knew
() 15. A. Described B. Printed
C. Recorded D. Written

III. 阅读理解

A

Many overseas Chinese make their kids learn



Chinese language because they don't want them to lose their mother language.

In the city of Portland in the USA, there is a weekend Chinese school in a church. In the school, there are Chinese kids and American kids. They study Chinese on Saturdays and Sundays. Teachers of the school are usually some overseas Chinese women. Miss Tian is one of them. She's from Beijing. She teaches her students many Chinese characters, sentences and Chinese songs.

Most of those kids speak English better than Chinese, because they spend most of their time at the local school, and their classmates are American. Their teachers teach them in English.

When the overseas Chinese children get home after school, their parents often speak Chinese to them. Only at that time, they think they are at home.

- () 1. Why many overseas Chinese make their kids learn Chinese language?
- A. Because they want them to speak Chinese.
- B. Because they don't want them to lose their mother language.
- C. Because they live in China.
- D. Because they can't speak English.
- () 2. Where do they learn Chinese?
- A. In their school.
- B. At home.
- C. In a language school.
- D. In a weekend Chinese school in a church.
- () 3. Who teaches them?
- A. Some overseas Chinese women.
- B. Their teachers.
- C. Their parents.
- D. Their friends.
- () 4. Which one is true?
- A. Most kids speak Chinese better than English.
- B. Most kids speak English better than Chinese.
- C. Most kids speak Chinese as well as English.
- D. Most kids can't speak Chinese at all.

- () 5. What is the title of this passage?
- A. How to Learn Chinese?
- B. How to Learn English?
- C. Never Forget Mother Language.
- D. Learning Chinese is important.

B

One of the things to be learnt in a foreign language is guessing all the time what kind of thing to come when listening to someone talking. People do this all the time in their own language, so it is necessary to do this in a foreign language, too. Here are some examples.

1. "What's the matter?" "I went to a party last night, so I..."

2. "I feel so tired these days." "I think you'd better..."

3. "Of course, she never stops talking. She is one of the most..."

You can see from the above three examples that the context helps a lot in understanding what is being talked about. So "guessing" is very important in understanding English, especially spoken English.

- () 1. This passage tells us mainly about ____.
- A. the importance of "guessing" in learning a foreign language
- B. how to guess what one is going to talk about
- C. how to learn a foreign language
- D. some examples of right guessing
- () 2. From the context, we can see maybe the finished answer in EXAMPLE 1 is ____.
- A. "... so I didn't have a good time."
- B. "... so I went to bed very late."
- C. "... so I felt unhappy."
- D. "... so I was ill."
- () 3. Maybe the finished answer in EXAMPLE 2 is ____.
- A. "I think you'd better have a good rest and take good care of yourself."
- B. "I think you'd better have something to drink."
- C. "I think you'd better get some help from your friends."

D. "I think you'd better have something to eat."

() 4. Maybe the finished answer in EXAMPLE 3 is ____.

A. "... She is one of the most famous film stars."

B. "... She is one of the most beautiful women."

C. "... She is one of the most interesting women."

D. "... She is one of the most talkative women."

() 5. From the passage we can infer that guessing is ____ in learning a foreign language.

A. the only way

B. more important in spoken English than in written English

C. more important than any other way

D. the best way

C

Language learning begins with listening. Children are greatly different in the amount of listening they do before they start speaking, and later starters are often long listeners. Most children will "obey" spoken instructions some time before they can speak, though the word "obey" is hardly accurate as a description of the eager and delighted cooperation usually shown by the child. Before they can speak, many children will also ask questions by gesture and by making questioning noises.

Any attempt to study the development from the noises babies make to their first spoken words leads to considerable difficulties. It is agreed that they enjoy making noises, and that during the first few months one or two noises sort themselves as particularly expressive as delight, pain, friendliness, and so on. But since these can't be said to show the baby's intention to communicate, they can hardly be regarded as early forms of language. It is agreed, too, that from about three months they play with sounds for enjoyment, and that by six months they are able to add new words to their store. This self-imitation (模仿) leads on to deliberate imitation of sounds made or words spoken to

them by other people. The problem then arises as to the point at which one can say that these imitations can be considered as speech. It is a problem we need to get our teeth into. The meaning of a word depends on what a word depends on what a particular person means by it in a particular situation; and it is clear that what a child means by a word will change as he gains more experience of the world. Thus the use at seven months of "mama" as a greeting for his mother cannot be dismissed as a meaningless sound simply because he also uses it at another times for his father, his dog, or anything else he likes. Playful and meaningless imitation of what other people say continues after the child has begun to speak for himself, I doubt, however whether anything is gained when parents take advantage of this ability in an attempt to teach new sounds.

() 1. Before children start speaking ____.

A. they need equal amount of listening

B. they need different amounts of listening

C. they are all eager to cooperate with the adults by obeying spoken instructions

D. they can't understand and obey the adult's oral instructions

() 2. Children who start speaking late ____.

A. may have problems with their listening

B. probably do not hear enough language spoken around them

C. usually pay close attention to what they hear

D. often take a long time in learning to listen properly

() 3. A baby's first noises are ____.

A. an expression of his moods and feelings

B. an early form of language

C. a sign that he means to tell you something

D. an imitation of the speech of adults

() 4. The problem of deciding at what point a baby's imitations can be considered as speech ____.

A. is important because words have different meanings for different people

