

人教版课标本

龙门

教师专用版

在线课堂

# 新教案

九年级英语 (上)

丛书主编 周益新

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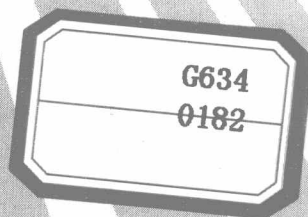
在线课堂

# 新教案

## 九年级英语(上)

(按人民教育出版社课程  
标准实验教材同步编写)

重庆师大图书馆



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前

言

青年教师刚上讲台,渴望见到老教师的教案。

中年教师讲公开课,渴望找到有价值的教案。

老教师遇到新课标教学内容的难题,渴望吸收实验区最新成果。

工作负担重的骨干教师,渴望找到有创意、精彩的教学设计和备课资料。

《龙门新教案·教师专用版》就是专门为满足这些教师备课需要而编写的特殊教案。

该系列丛书采用“1+1”(学生专用版+教师专用版)设计模式。其中,“学生专用版”侧重于科学地设计每课时学生预习、听课、思考、记录课堂笔记和课后作业以及复习巩固的节节练、单元练,及时反馈教学效果等,它是一种全方位的立体式学案。而“教师专用版”按照教学环节和教学过程,科学地设计每课时教材教法分析、媒体准备、新课导入、师生互动、课堂小结、作业设计、资料活页等,它是名副其实的全方位实用教案。

《龙门新教案·教师专用版》英语分册具有以下突出特点:

### 一、吸收最新成果 创设独特模式

丛书由全国首批新课标改革试验区特高级教师执笔,系统地总结了新课标试验区课堂探究教学的各种模式,吸收其精髓,创设既有生动活泼的情景课堂,把学生当作活生生的学习主体,指导学生从认知到语言实践的知能跃迁,主动地解决问题,并从中获得新感知,又有“一点、一例、一评、一练”步步落实的课堂教学模式,可操作性很强。

### 二、尊重教学规律 科学设置体例

丛书力求适应每课时同步教学的实际需求,真实地反映国家实验区新课标每课时教学环节和教学流程,根据教材内容科学设置以下栏目:

单元目标——以表格的形式,明确单元话题、功能结构、目标语言、词汇及学习方法。

教材分析——从认知目标、能力目标、情感目标三个层面阐述教材的内在联系和教学重难点。分析精辟透彻,内容取舍得当。既概述了单元内容特色、重难点分布,又阐明教学规律的总结和方法的突破,从宏观上高效全程指导备课。

教案设计——按课时编写教案,设置“重点难点”、“课时安排”、“媒体准备”、“板书设计”、“随堂练习”等板块。贯彻新课标理念,采用现代化教学方法与手段,力求做到重点突出、难点突破。以师生互动探究为主精心设计教学过程全解,系统地进行学习指导。原创名优习题,引导学生巩固所学语言要点,培养语言实践能力。

口语过关——创设生活场景,让学生在真实体验中提高实际运用语言的能力。加深对知识点的

理解。

**教材全解**——详解单元学习重难点,逐词、逐句讲解透彻,使学生对所学知识融会贯通,扎实做好语言实践能力的基石。同时,指导学生科学梳理单元学习要点,构建知识网络,实现思维整合。

**资料活页**——设置“课外阅读”、“文化背景”、“活动补充”栏目,围绕单元教学目标,汇集国内外生活现实、社会热点、科技前沿等与之相关的材料,形成具有鲜明时代气息的教学资料。设计丰富多彩的课堂教学活动,供教师选用,这是课堂教学不可或缺的宝贵资源。

### 三、力求讲解透彻 凸现教案价值

丛书采用“一点、一例、一评、一练”教学模式,扎扎实实地将一个知识点融化在学生的脑海里,透彻分析教材中每一个知识点实践运用的方法、技巧、规律和思维误区。丛书例题、习题挑选范围地域广,基础题、实践题、情景题、探究题、开放题应有尽有,创造性地设计每道例题、习题,讲解细致,思路明确,凸现教师专用版的实用价值。

新世纪、新教材、新课堂、新的考试模式,对每一位教师都是一种新的感悟、新的考验。读完这本书,相信您会对新课程理念有更深的体会,从而在全新教育理念营造的新课堂内焕发新的活力。

《龙门新教案·教师专用版》

丛书策划组

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九年级英语(上)

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## 教学目标

类别	内容	备注
话题(Topic)	学会如何学习(Learning how to learn)	
功能(Functions)	谈论如何学习(Talk about how to learn)	
语言 (Target Language)	1. —How do you study for tests? —I study by working with my classmates. 2. —Have you ever studied with a group? —Yes, I have. I've learned a lot that way. 3. —I don't have a partner to practice English with. —Maybe you should join an English language club.	
词汇 (Vocabulary)	flashcard, take notes, frustrating, memorize, aloud, comma, pronunciation make mistakes, be afraid to What about...? Why don't you...? vocabulary list, tape, conversation, improve, forget, test, notebook, friend, English language, study, video, pop song, speak, learn, watch, work, join, listen, write, practice	
语法 (Structures)	动词 + by + 动名词(gerund)	
学习策略 (Learning Strategies)	1. 个性化 2. 角色表演	
多元智能 (Multi-intelligence)	1. 引导学生交流学习方法和经验体会 2. 引导学生借鉴科学的学习方法,学会运用正确的方法学好英语 3. 培养学生合作学习的团结协作精神	

## 教材分析

本单元的核心话题是“Learning how to learn”,谈论学习的途径、方法,谈论英语学习过程中的体会感受,谈论学习中遇到的困难并寻求解决办法等等。通过讨论、听录音、阅读等多种活动学会用“动词 + by + 动词-ing 形式”来回答如何做某事以及阅读如何学习英语这一话题的大量目标语言。

**Section A** 首先要求学生从一些备选项中找出自己准备英语考试的复习方法,为学生提出新的目标语言,接着通过听两段录音训练学生从听的方面接触目标语言,然后在 Grammar Focus 中对目标语言进行语法归纳,最后通过阅读和 Pairwork 活动训练学生熟练地运用目标语言。

**Section B** 在目标语言的基础上进行拓展。围绕英语学习中的困难及解决办法这一话题,通过讨论、听录音、对话、阅读、写作等活动,学习、训练相关语言。最后的采访活动可以给学生提供在实践中运用目标语言的机会,应鼓励学生充分利用、大胆实践。

**Self Check** 部分围绕本单位的中心话题设置了一道词汇练习题和一道写作题。

“学会学习”是素质教育的重要内容之一,也是新的课程标准所着重强调的能力。本单元对这个话题的学习、讨论,不仅要为学习提供大量有用的语言,也要给学生提供科学、实用的学习方法,解答学生在英语学习过程中遇到的困难,特别是重视学生之间关于英语学习方法讨论,让学生互相借鉴好的办法、经验。

## 教案设计

### Section A

#### 一、课时安排

本节内容需用 2 课时完成。

#### 二、重点难点

1. 在听、说、读方面训练以下目标语言:

— How do you study for tests?

by working with my friends.

by making flashcards.

by reading the textbook.

by making vocabulary lists.

by listening to tapes.

by asking the teacher for help.

— Have you ever studied with a group?

— Yes, I have. I've learned a lot that way.

— Do you learn English by reading aloud?

ever practice conversations with a friend?

— Yes, I do. / Oh, yes, it improves my speaking skills.

2. 课文:阅读理解为主,注意文中动词-ing 形式的用法。

3. 词汇: flashcard, take notes, frustrating, memorize, aloud, improve.

4. 语法:目标语言中的句型以及动词-ing 形式的用法。

5. 教材重点:活动 1a 的讨论, 2a & 2b 的录音材料, 活动 3a 的课文。

#### 三、教学流程

1a Check(✓) the ways you study for an English test.

Then add other ways you use sometimes. 请将你为了应对英语考试的学习方法选出来。除这些方法外,你有时还用到其他方法,请加在后面。

\_\_\_\_\_ by working with friends

\_\_\_\_\_ by making flashcards

\_\_\_\_\_ by reading the textbook

\_\_\_\_\_ by making vocabulary lists

\_\_\_\_\_ by listening to tapes

\_\_\_\_\_ by asking the teacher for help

**1b** Listen. How do these students study for a test? Write letters from the pictures above. 听录音, 这些学生是怎样学习准备考试的? 请将上面图画中的字母填在下面的人名前。

a 1. Mei c 2. Pierre b 3. Antonio

### 1c PAIRWORK

Ask your partner how he or she studies for a test. 二人一组对话: 问你的同伴, 他/她是怎样学习应对考试的?

#### Example

A: How do you study for a test?

B: I study by listening to tapes. What about you?

A: I study by working with a group.

编写你自己的对话:

**2a** Listen and check (✓) the questions you hear: 听录音, 将你听到的问题挑出来。

先看图, 图中出现了什么? 这是一个俱乐部? 夜校? 还是英语角? 请听录音, 按这一步的任务要求做题。

1. ✓ Do you learn English by watching English-language videos?
2. ✓ Do you ever practice conversations with friends?
3. \_\_\_\_\_ What about listening to tapes?
4. ✓ What about reading aloud to practice pronunciation?
5. ✓ Have you ever studied with a group?

**2b** Listen again and match each question above with an answer below. 再听录音, 将下面的答案与上面的问题搭配。

- a. Yes, I have. I've learned a lot that way.
- b. Oh, yes. It improves my speaking skills.
- c. I do that sometimes. I think it helps.
- d. No. It's too hard to understand the voices.

1. d 2. b 3. \_\_\_\_\_ 4. c 5. a

### 2c PAIRWORK

Make conversations using the information from activities 2a and 2b. 二人一组, 用上面 2a 和 2b 中的内容, 编对话, 作对话练习。

#### Example

A: Have you ever studied with a group?

B: Yes, I have. I've learned a lot that way.

编写你自己的对话:

**3a** Read the article and complete the chart. 阅读下面的短文, 并完成文后的表格。

#### Ways of learning English

	studying grammar	memorizing the words of pop songs	reading English magazines
Lillian Li			
Wei Ming		watching English movies	studying grammar
Liu Chang	having conversations with friends		joining the English club

### 3b PAIRWORK

Role play. Student A, pretend to be one of the people in 3a. Student B, interview Student A about learning English. 二人一组, 作角色表演: 假如 A 是 3a 中所提到的某一学生。学生 B 去采访 A, 请 A 谈谈他的英语学习方法。

#### Example

A: I'm doing a survey about learning English. Can I ask you some questions?

B: Yes, please.

A: Great. What's your name?

B: Li Lei.

A: And how do you learn English?

B: I study by making flashcards. It can help me remember new words.

编写你自己的对话:

### 4 PAIRWORK

Check (✓) what you do to learn English. Then interview your partner. 二人一组活动: 你是怎样做学好英语的呢? 请从下表选出。再采访你的同伴, 看他/她是怎样学习的。

	I do this...		
	often	sometimes	never
1. write vocabulary lists	✓		
2. read English books/magazines			
3. study grammar			
4. keep an English notebook			
5. listen to tapes			
6. ask the teacher questions			
7. watch English-language TV			

#### Example

A: Do you read English magazines?

B: Oh, yes. I do it often. What about you?

A: I often keep an English notes.

编写你自己的对话:



### 课堂练习

#### Dialogue in 1b

Boy 1: Hey, gang. There's a big test on Tuesday. I really need some help. Can you tell me how you study for a big test?

Voices: Sure! Yes. Sure we will.

Boy 1: You did really well on the last English test, didn't you, Mei?

Girl 1: Yeah, I did OK.

Boy 1: Well, how did you study?

Girl 1: By making flashcards.

Boy 1: Maybe I'll try that. How did you study, Pierre?

Boy 2: By asking the teacher for help. She was really happy I asked.

Boy 1: That's interesting. How do you study, Antonio?

Boy 3: I like to study by listening to tapes. But sometimes my mother thinks I'm listening to music. And then she gets mad.

Boy 1: Oh, well...

#### Dialogue in 2a & 2b

Girl 1: Welcome to the English club. Today we're going to talk about the best ways to learn English. Who has an idea?

Boy 1: Do you learn English by watching English-language videos?

Girl 2: No. It's too hard to understand the voices.

Boy 1: What about keeping a diary in English? Do you learn English that way?

Girl 2: I think so. It helps to write English every day.

Girl 3: Have you ever studied with a group?

Girl 2: Yes, I have! I've learned a lot that way.

Girl 1: Do you ever practice conversations with a friend?

Girl 2: Oh, yes. It improves my speaking skills.

Boy 1: What about reading aloud to practice pronunciation?

Girl 3: I do that sometimes. I think it helps.

Boy 2: I do, too. And I always look up new words in a dictionary.

Girl 3: That's a great idea!

#### 四、随堂练习

##### I. 用词的适当形式填空

- Da Shan is an American but he speaks Chinese very well. (speak)
- He doesn't know the correct pronunciation of the word. (pronounce)
- Don't be afraid of making mistakes when you speak English. (make)
- Using (use) such a fashionable (fashion) mobile phone can make

us look good in front of others.

- I think spoken English is more difficult than written English. (speak)
- Every player of the team was disappointed at the frustrating result. (frustrate)
- Do you think studying grammar is a great way to learn a language? (study)
- Have you joined the English club at your school? (join)
- Does memorizing the English text help a lot to improve speaking skill? (memorize)
- The picture is quite different from that one, you can find five differences between them. (differently)

##### II. 英汉词组互译

- make flashcards 抽认卡片
- listen to tapes 听录音带
- ask the teacher for help 向老师求助
- watch English-language videos 看英文录像
- practice pronunciation 练习发音
- read the textbook 看教科书
- improve my speaking skill 提高口语技能
- first of all 首先
- how to use commas 怎样用逗号
- behind the times 过时的, 落伍的
- 学习语法 study grammar
- 学习英语的最好方式 the best way to learn English
- 记住流行歌曲的歌词 memorize the words of pop songs
- 多做听力练习 do lots of listening practice
- 我成了发短信的高手 I became an expert at sending fast messages
- 身份的标志 a status symbol
- 对……感到惭愧 be ashamed of/to do...
- 适合于…… fit in (with)
- 炫铃 cool tunes
- 嘲笑 laugh at

##### III. 选择填空

- How can I improve my spoken English?  
— You have to practice B as much as you can.  
A. speak B. speaking  
C. spoken D. to speak
- I guess we can make B chicken by C chicken.  
A. fry, frying B. fried, frying  
C. fried, fried D. frying, frying
- Lily thought this dish bitter, but Lucy felt C.  
A. different B. difference  
C. differently D. differ
- A you ever to Beijing?  
— No, never.  
A. Have, been to B. Have, been  
C. Have, gone to D. Have, gone
- Do you practice conversations with your friends?

— Yes. I do that D.

- A. some time      B. sometime  
C. some times      D. sometimes

6. This article is A difficult for me        understand.

- A. too, to      B. so, that  
C. not only, but also      D. either, or

7. When listening, you must listen for D words, not every words.

- A. important      B. more important  
C. most important      D. the most important

8. I spent a lot of money B this beautiful house.

- A. in      B. on      C. at      D. with

9. Please C conversations about this title.

- A. make with      B. give up  
C. make up      D. turn off

10. Your advice must C this design.

- A. fit      B. fit in off  
C. fit in with      D. fit on

#### IV. 句型转换

1. That question is so difficult that I can't answer it. (同义句转换)

That question is too difficult to answer.

2. I can't hear you. Could you read loudly? (同义句转换)

I can't hear you. Could you read aloud?

3. I learn English by listening to tapes. (对画线部分提问)

How do you learn English?

4. I joined the English club last year. (同义句转换)

I have been in the English club for one year.

5. What about listening to tapes? (同义句转换)

Let us listen to tapes!

6. This door is too narrow for the elephant to go through. (同义句转换)

This door is so narrow that the elephant can't go through.

7. This kind of computer is outdated. (同义句转换)

This kind of computer is not in fashion.

This kind of computer is out of date.

8. I spent 20 dollars on this book. (同义句转换)

I paid 20 dollars for this book.

This book cost me 20 dollars.

#### V. 根据对话内容, 填空, 使对话完整

Girl 1: Welcome to the English club. Today we're going to talk about the best ways to learn English! Who has an idea?

Boy 2: Do you learn English by watching English-language videos?

Girl 2: No. It's too hard to understand the voices.

Boy 1: What about keeping a diary in English? Do you learn English that way?

Girl 2: I think so. It helps to write English every day.

Girl 3: Have you ever studied with a group?

Girl 2: Yes, I have! I've learned a lot that way.

Girl 1: Do you ever practice conversations with a friend?

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Boy 1: What about reading aloud to practice pronunciation?

Girl 3: I do that sometimes. I think it helps.

Boy 2: I do, too. And I always look up new words in a dictionary.

Girl 3: That's a great idea!

### Section B

#### 一、课时安排

本节内容需 2 课时完成。

#### 二、重点难点

1. 在听、说、读、写上训练巩固 Section A 所学目标语言。

2. 表达在英语学习中遇到困难的语言:

I don't know how to...

I can't {pronounce some of the words.

{understand spoken English.

{spell some English words.

I make mistakes in grammar.

表达提供学习方法的语言:

Maybe you should join an English club.

Why don't you...?

What about...?

3. 词汇: pronunciation, make mistakes, comma.

4. 教材重点: 活动 2a & 2b 部分的录音材料, 活动 3a 的课文和活动 4 的采访。

#### 三、教学流程

1a Learning English can be difficult. What things are difficult for you? Read the list. Check (✓) the statements that are true for you. 学英语可能很困难。看下面所列的几条, 哪些对你来说感到较困难呢? 请挑选出来。

       I can't pronounce some of the words.

       I can't understand spoken English.

       I read very slowly.

       I can't spell some English words.

       I make mistakes in grammar.

1b What other things are difficult for you? Make a list. 你还有什么别的困难? 请把它们列出来。

1. I don't know how to use commas.

2.

3.

2a Paul is learning English. Listen and check (✓) the learning challenges he talks about. 保罗正在学习英语, 请听录音, 把他在英语学习过程中所碰到棘手的问题挑出来。

先看所列的5条棘手的难题,再听录音,完成任务。

### Challenges

1. ☒ can't get the pronunciation right
2. ☒ forget a lot of new words
3. ☒ can't always understand when people talk to me
4. ☐ can't understand the words in magazines
5. ☒ don't get much writing practice

**2b** Listen again. Match the challenges in 2a with the solutions. 再听录音,将上面的问题与此处的解决方法连线配对。

### Solutions

- a. 2 You can always write the new words in your notebook and study them at home.
- b. 5 You should find a pen pal.
- c. 1 Listening can help.
- d. 3 Why don't you join an English language club to practice speaking English?

### 2c PAIRWORK

Role play conversations using the information from activities 2a and 2b. 利用 2a 和 2b 中的内容,两人一组,作角色对话练习。

### Example

A: I can't get the pronunciation right.

B: You should listen as much as possible. Listening can help you. 编写自己的对话:

**3a** Read the article. Then read the statements about the article. Write "T" (for true) or "F" (for false). 读下面的文章,根据文章内容,判断句子的正、误。正确的写"T",错误的写"F"。

The writer found learning English difficult because...

- 1... the teacher's pronunciation was poor. (F)
- 2... people always laughed at her when she spoke. (F)
- 3... she had trouble making complete sentences. (T)
- 4... English grammar was difficult. (T)
- Her English improved when she started... (T)
- 5... going out with English-speaking friends. (F)
- 6... lots of speaking practice. (T)
- 7... using grammar in original sentences. (T)

**3b** Write a letter telling a friend how to become a better language learner. 请写封信给你的朋友,告诉他怎样才能成为一位语言学习能手。

Dear \_\_\_\_\_,  
I know it isn't easy to learn \_\_\_\_\_, but I have some ideas that may help. You said you couldn't understand people who talked fast. Well, you can try to listen for the most important words, not

every word.

Yours,

**3c** Write an article about the things that have helped you the most in learning another language. 写篇文章,谈谈你在学习一门外语时,对你最有帮助的方法。

活动 3b 是给朋友提建议,活动 3c 是自己总结经验写体会。

### 4 INTERVIEW

Ask three classmates about learning English. Take notes. Then tell the class about their answers. 做个调查:请就下面表中的三个问题,调查班上的三位同学,作好记录,然后就调查结果向全班同学介绍一下。

### Example

	Name
1. What isn't easy about learning English?	
2. What do you do about this?	
3. What is your favorite way to learn more English?	



### 录音课文

### Dialogue in 2a & 2b

Teacher: You look worried, Paul.

Boy: I am, Ms Mitchell. I'm having trouble learning English.

Teacher: You said you liked English. What's the problem?

Boy: I can't get the pronunciation right.

Teacher: Well, listening can help. Why don't you borrow the teacher's tapes? You can listen to them at home and repeat the sentences that are difficult for you.

Boy: That's a good idea. But what about all the new words? I forget a lot of new words.

Teacher: You can always write the new words in your notebook and study them at home. You can even study in the train on the way to school.

Boy: That might really help! Thanks.

Teacher: Can you understand when people talk to you?

Boy: Well, no. Not always. Sometimes I just don't understand what people are saying.

Teacher: Why don't you join an English language club to practice speaking English? The English club meets after school on Tuesdays and Thursdays.

Boy: Maybe I'll go. The only other problem I have is that I don't get much writing practice.

Teacher: Maybe you should find a pen pal.

Boy: That sounds like a fun way to practice writing. Thanks, Ms Mitchell.

### Self Check

#### 一、课时安排

可以安排 1 课时或 0.5 课时。

#### 二、重点难点

第 2 题的写作训练是本节课的重点,需指导学生利用所给的语言材料,结合本单元所学目标语言写出一篇较为完整的文章。

#### 三、教学流程

##### Answers to ①

1. You should write down new English words in a vocabulary list.  
你应该把生词写在词汇表里。
2. If you don't know how to spell new words, look them up in a dictionary.  
如果你不知道怎样拼写生词,请查字典。
3. The best way to improve your English is to join an English club.  
提高你英语水平的最佳途径是参加英语兴趣小组。
4. Another thing that he found very difficult was English grammar.  
另外一件他发现非常困难的事是英语语法。
5. This kind of paper feels very soft.  
这种纸感觉非常软和。

##### Answers to ② (写作提示)

1. 先将所给的提示词,扩充为句子。
2. 然后按照文章的脉络,将句子组织起来,形成短文。
3. 适当应用一些关联词,使句与句之间,段与段之间过渡自然,并有层次。
4. 适当地增加一些语句,表达自己的观点,使短文更完美。  
如: Xu Zheng likes writing notes, watching movies and listening to pop songs, and Xu Zheng thinks most people speak English as a second language, ...

### 口语过关

**[活动一]** 本单元的话题是谈论怎样学习。找一位同学再谈谈这方面的内容,相信你现在一定能自如地进行表述了。其实学习一定要做有心人,几年的英语学习,有心的同学肯定积累了不少好的学习经验。分小组讨论或以班会的形式做个人学习报告,交流一下学习经验,这样既巩固了课文中的知识内容,也交流了英语的学习方法。或者上网,去书店查阅有关资料,相互介绍一下英语学习的网站和书籍。

#### 友情提示:

How do you learn English?

I learn it by listening to tapes.

Do you learn English by reading aloud?

Yes, I do.

Do you write vocabulary lists?

Oh, yes, I do it often.

I don't have a partner to practice with.

Maybe you should join an English language club.

English can help us understand many new books and movies.

**[活动二]** 同学们学英语已经几年了,有什么心得体会不妨和朋友交流一下,但用英语怎么表达呢?回忆回忆课堂学过的短语及句子,完成下面的对话。

A: How long have you learned English?

B: I have learned English for about ten years.

A: How do you usually learn English after class?

B: I often read English books.

A: Do you often listen to tapes?

B: No, I don't. So my listening skills are not good.

A: Do you often talk with your friends in English?

B: Yes, I have. It's a good way to improve the spoken English.

A: My spoken English is bad. My vocabulary is too small. Do you have any good ideas?

B: Maybe you should join an English language club.

A: Thank you and you may make greater progress in your English.

B: Thank you.

## 教材全解



## 词句解读

## 1. 介词 by 的用法

(1) by 表示“在……旁边”，“从……旁边通过”之意。如：

Come here and sit by me. 到这儿来，坐在我旁边。

(2) by 可以与时间连用，表示“到……时候止”。如：

They have planted thousands of trees by now.

到目前为止，他们已栽了数千棵树。

Can you finish the work by tomorrow?

你能在明天之前把工作做完吗？

(3) by 后可以接表示做某事所用的方式、方法。如：

I killed the spider by hitting. 我拍死了那只蜘蛛。

I travelled to Wuhan by air. 我坐飞机去的武汉。

由于 by 是介词，介词之后接名词、动名词或代词作宾语。又如：

They make fun by dancing and singing.

他们唱歌、跳舞取乐。

I study English by listening to tapes.

我通过听录音带来学习英语。

## 2. What about listening to tapes? 听录音怎么样？

what about...? 意为“……怎么样？”可以用来询问情况或提出建议。如：

What about some orange? 来点橘子汁怎么样？

I've finished my homework. What about you?

我已做完了我的家庭作业，你怎么样？

what about...? 与 how about...? 同义，可以换用。由于 about 是介词，about 后如果是动词的话，则需用动名词形式。又如：

What about seeing a film? 看电影怎么样？

## 3. I've learned a lot that way. 通过那种方式，我学到了很多。

a lot 作代词用，充当宾语，表示“很多知识”之意。如：

I've learned a lot in the museum.

在博物馆，我学到了很多。

a lot 与 of 连用，构成 a lot of 表示“许多”，放在名词之前作限定词用。如：

I have a lot of homework to do. 我有很多的家庭作业要做。

## 4. It's too hard to understand the voices. 它太难而让人搞不懂它的声音。

(1) too...to... 意为“太……而不能……”。too 后接形容词或副词，而 to 后则接不定式。如：

The boy is too young to go to school.

这个小男孩年纪太小还不能上学。

(2) 在 too...to 之间可以加一个 for sb. 作为 to do sth. 的逻辑主语。如：

The door is too narrow for the elephant to go through.

对这头大象而言，这门太窄，无法通过。

(3) too...to 句型可以转化为 so...that 句型。如：

The boy is so young that he can't go to school.

The door is so narrow that the elephant can't go through it.

## 5. She said that memorizing the words of pop songs also helped a little. 她说记流行歌曲的歌词也很有帮助。

(1) 动名词既可作介词 by, about 等的宾语，也可作句中的主语。像该句 that 引导的从句中，memorizing the words of pop songs 就作从句的主语。像这样的还有... joining the English club at school was the best way to improve her English 和... having conversations with friends was not helpful at all 等句子。

(2) 动名词还可作表语或动词宾语。如：

Her job is looking after the child. 她的工作是照顾孩子。

Have you finished reading the book? 你读完了这本书吗？

但在 He's been learning English for six years and really loves it. 和 He finds watching movies frustrating... 句中的 learning 和 frustrating 不是动名词，而是现在分词。learning 这个现在分词与 has been 一起构成现在完成进行时态（八年级已学过）。而 frustrating 是现在分词作形容词充当 watching movies 这个宾语后的宾语补足语。

在七年级、八年级的教材中，我们已学过 frustrate 可构成 frustrating 和 frustrated。这一类的还有：bored（感到讨厌）；boring（令人讨厌）；excited（感到激动）；exciting（令人激动的）；interested（感兴趣的）；interesting（令人感兴趣的）等。

v.-ing 形式往往与物连用，用来修饰物，而 v.-ed 形式的形容词往往与人连用。如：

His father was surprised at the surprising news.

他父亲对这则令人吃惊的消息感到很吃惊。

Studying grammar is boring. 学习语法非常枯燥。

## 6. Wei Ming feels differently. 魏明的感受不同。

该句中 feels 是作实义动词用，differently 是副词作状语。

feel 还可以作连系动词用，后接形容词作表语。如：

He felt very tired. 他感到很疲倦。

Silk feels soft and smooth. 丝绸摸起来又软又滑。

## 7. I make mistakes in grammar. 我在语法上常犯错误。

make mistakes“犯错误”也可以说成“make a mistake”。

make 还可以构成像：make friends with（与……交朋友）；make tea（泡茶）；make telephone calls（打电话）；make coffee（泡咖啡）；make paper（造纸）；make bread（烤面包）；make a coat（做一件外衣）；make money（赚钱）等。如：

You should be careful and not make mistakes when you do your homework. 当你做作业时，你应该细心而不要犯错。

## 8. What other things are difficult for you? 还要别的什么事情对你来说很困难呢？

(1) other 表示“其他的（人或物）；另外的（人或物）”，another 表示在原有基础上再加上一个或一些（人或物）。如：

Will you have another cup of tea?

你再来一杯茶好吗？

I don't like these. Have you any other ones?

我不喜欢这些。你还有没有其他的呢？

any other 一般放在名词之前。在表示“另外的，再……”等意义时，还可用 more 或 else。

(2) more 一般放在名词之前，数词或限定词之后。如：

a little more time 另外一点时间

two more apples 另外两个苹果

而 other, another 则放在数词之前。

another two hours = two more hours 另外两个小时

(3) else 则一般放在不定代词、疑问代词之后。

What else should I do? 我还应该做些什么?

Have you anything else to do? 你有别的事情做没有?

What else would you do for it? 你还有别的做法吗?

9. It wasn't easy for me to understand the teacher when she talked to the class. 当老师对同学们说英语时,对我来说,就不容易懂。

该句 It is(was) + adj. + for sb. to do sth. 句型。有时 for sb. 中的 for 可改用 of, 介词用 for 还是 of, 应根据表语形容词的词义特点和说话人的侧重点而定。

(1) 当表语形容词用于说明不定式的特性时,要用介词 for。for sb. to do sth. 这一结构中, sb. 是不定式的逻辑主语。用 for 的常见形容词有 important, necessary, difficult, easy, hard, (im)possible 等表示事物特性的形容词。如:

It's important for me to study English well.

学好英语对我而言很重要。

(2) 当表语形容词是说明不定式逻辑主语的特征时,要用介词 of。常见的形容词有 kind, foolish, brave, clever, wise, honest, lazy, stupid, rude 等表示人的品质特征的形容词。如:

It's kind of you to help me with my English.

你帮我学英语真是太好了。

It was foolish of her not to follow her mother's advice.

她不听妈妈的劝告是愚蠢的。

10. To begin with, she spoke too quickly, and I couldn't understand every word. Later on, I realized that it doesn't matter if you don't understand every word. 开始,她说得太快,我不是每个单词都懂。后来,我意识到,有些单词不懂也没关系。

(1) to begin with 意为“首先,第一点”。later on 则表示“后来,迟一点,以后”。如:

We can't give Smith the position, to begin with, he's too young; secondly, I want my son to have the job.

我们不能给史密斯这个职位。首先,他太年轻;其次,我想要我的儿子担任这个工作。

It will be cloudy later on. 稍晚一点会是多云天气。

(2) not 是一否定词,当句中有 all, both, every 等表示全部概念的词时,就会产生部分否定的含义。往往翻译成:“并非一切……都”或“并非每一……都……”。如:

All that glitters is not gold. 并非所有发光的都是金子。

Not everyone is here. 不是每个人都在这儿。

11. Also I was afraid to speak in class, because I thought my classmates might laugh at me. 我也怕在班上发言,因为我想同学们会笑话的。

(1) be afraid to do sth. 意为“担心,不敢做某事”。如:

She was afraid to wake her husband.

她不敢叫醒她的丈夫。(怕他为此而生她的气)

be afraid 后也可接 of sth., 即 be afraid of sth. 意为“害

怕……,畏惧……”。如:

Are you afraid of snake? 你怕蛇吗?

be afraid 后还可接 that 从句,意为“恐怕……”,表示要说的话可能不受欢迎而用的客套话。有时也表示委婉的建议或请求。如:

I'm afraid that we shall be late. 恐怕我们会迟到的。

I'm afraid that I can't help. 我恐怕无能为力。

(2) laugh at 意为“嘲笑……”。如:

You should not laugh at him. 你不应该嘲笑他。

(3) speak in class “在课堂上发言”或“在班上发言”,而“在会上发言”,则说成 speak at the meeting。

12. I think that doing lots of listening practice is one of the secrets of becoming a good language learner. 我想,做大量的听力训练是成为一个语言学习高手的秘诀之一。

这是一个复合句。I think 是主句, that 从句中, doing lots of listening practice 作主语。

one of 后往往接复数名词,表示“……中之一”。如:

Edison was one of the greatest inventors.

爱迪生是最伟大的发明家之一。

13. My teacher is very impressed. 我的老师给我印象深刻。impress 意为“使感动,给……深刻印象”,而 be impressed 表示“对……印象深刻”或“对……满意”。如:

His words are strongly impressed on my memory.

他的话深深铭记在我心头。



### 语法归纳

#### 介词短语及其功用

介词和介词宾语一起构成介词短语(prepositional phrase)。介词短语在句中可用作:

1. 主语。如:

That day between three and four thousand shells passed over our heads. 那一天,有三千到四千发炮弹从我们头上飞过。

From Beijing to Tianjin is two hours by train.

从北京到天津坐火车需要二小时。

2. 表语。如:

She looks like an actress. 她像演员。

Mr and Mrs Smith are from New York.

史密斯夫妇是纽约人。

3. 宾语。如:

I'll give you until tomorrow. 我给你限期到明天。

The eight thieves served a sentence of between 2 and 7 years. 这 8 个盗窃犯服刑二到七年。

4. 定语。如:

The end of colonialism is now a question of time.

殖民主义的结束现在已是一个时间问题了。

5. 状语。如:

Albert has so much work to do that he is staying late at the office. 艾伯特工作很多,现在在办公室加班呢。

Dona covered her face with her hand as if swooning.

多娜用手捂着脸,好像要昏过去了。

## 6. 补语。如:

As a scientist, he was dedicated to the truth.

作为一个科学家,他献身于追求真理。

## 动名词

## 1. 动名词的意义和形式。

动名词(the Gerund)是一种非限定动词,它兼有动词和名词的特征。动名词可有宾语和状语,动名词加宾语或状语一起构成动名词短语。

动名词由动词原形加-ing 构成,与现在分词同形。动名词有一般式和完成式,并有主动语态和被动语态。

## 2. 动名词的用法。

由于动名词具有名词的特征,因此在句中可作主语、表语、宾语和定语等。

## (1) 作主语。

Seeing is believing. 百闻不如一见。

Swimming is the best exercise in summer.

在夏天,游泳是最好的锻炼方式。

Living without an aim is like sailing without a compass.

生活没有目标就像航海没有指南针一样。

Eliminating problems by transferring the blame to others is often called looking for scapegoat.

通过把过错转嫁到别人身上来把问题抹得一千二净,常常被称为寻找替罪羊。

注意:①动名词和不定式都可以作主语,一般可以互换,但有时又略有区别,动名词作主语往往表示一般或抽象的多次行为,不定式作主语往往表示具体的或一次性的动作。如:

Playing with fire is dangerous. (泛指玩火)

To play with fire will be dangerous. (指一具体动作)

Smoking is prohibited here. 这里禁止抽烟。(抽象)

It is not very good for you to smoke so much. 你抽这么多烟对你身体很不好。(具体)

②在 It is no use (good) / not any use (good), useless 等后一般用动名词。如:

It is no use arguing with him.

用他争论是无用的。

It is no good learning English without practice.

学英语不练是不行的。

## (2) 作表语。

The real problem is getting to know the difficulties of the students. 现实的问题是了解学生的困难。

Her job is looking after the children.

她的工作是照看孩子们。

注意:①动名词和不定式都可以作表语,但是略有区别:表示比较抽象的一般的行为,多用动名词;表示某次具体的动作或具有将来时的意义时,多用不定式。如:

My job is teaching English. 我的工作教英语。

My today's job is to teach you how to study English.

我今天的任务是教你如何学英语。

②动名词和现在分词作表语的区别是:动名词作表语说明主语的内容,而且可以转换到句首作主语;现在分词作表语表

示主语的特征,其作用相当于形容词。如:

His favourite sport is running. 他最喜爱的运动跑步。(可转换为:Running is his favourite sport.)

The film is very moving. 这部影片很感人。

③动名词作表语时不可与进行时态相混淆。进行时态说明动作是由主语完成的;动名词做表语,说明主语的性质或情况。试比较:

He is collecting stamps.

他在集邮。(现在进行时)

His hobby is collecting stamps.

他的爱好是集邮。(动名词)

(3) 作动词宾语。

必须以动名词作宾语的动词有: admit (承认), appreciate (感激), avoid (避免), consider (考虑), delay (耽搁), deny (否认), endure (忍耐), enjoy (喜欢), escape (逃避), excuse (原谅), fancy (想像), finish (完成), forbid (严禁), imagine (想像), mind (介意), miss (错过), permit (允许), postpone (推迟), practice (练习), quit (放弃), regret (后悔), report (报道), require (需要), resent (愤恨), risk (冒……危险), stop (停止), suggest (建议)。如:

We'd better postpone discussing it till next week.

我们最好把这事推迟到下星期讨论。

The girl avoided giving her any personal information.

这个女孩拒绝告诉她任何个人情况。

绝大部分短语动词后要求跟动名词。常见的有: be fond of (喜欢), can't help (禁不住), can't stand (无法忍受), feel like (想要), give up (放弃), keep (继续), insist on (坚持), put off (推迟)。如:

She couldn't help thinking about the matter.

她不由自主地要想那件事。

He is fond of playing football. 他喜欢踢足球。

He gave up smoking on medical advice.

遵从医嘱,他戒烟了。

但有的短语动词后要求跟不定式。如: set out (开始), go on (继续)后既可以跟动名词也可以跟不定式,但意义不同。

有些及物动词既可跟动名词也可跟不定式作宾语,如: attempt (试图), begin (开始), can't bear (忍不住), cease (停止), continue (继续), deserve (值得), hate (不喜欢), intend (打算), learn (学习), like (喜欢), love (喜欢), prefer (宁愿), need (需要), neglect (疏忽), propose (建议), start (开始)等。两者区别不是很大,动名词所表示的动作,在意义上比较一般和抽象,时间观念不强,不指某一次动作,动词不定式则常表示具体的动作,有将来时的意思。如:

The boys like playing football.

这些男孩们喜欢踢足球。(经常性的动作)

Would you like to play football with us this Sunday?

这个周日愿意和我们一起踢球吗?(指一次性的动作)

在动词 need, require, want 作“需要”解时,其后须跟动名词或不定式的被动语态作宾语,但这时动名词的主动式表示被动的意义。如:

The window needs (requires, wants) cleaning (to be cleaned). 这个窗户需要清洗。

注意:在 remember(记得), forget(忘记), stop(停止), mean(意味, 想要), regret(懊悔), try(尝试), go on(继续)等动词后接动名词与不定式区别较大:如:

- I remember reading the book. 我记得我读过这本书。  
(记得做过某事)(已做)
- I must remember to read the book.  
我必须记得去读这本书。(记得去做某事)(未做)
- The old lady forgot telling us the story and told us a second time.  
那个老太太忘记给我们讲过这个故事,她又讲了一遍。  
(忘记做过某事)(此事已做过或已发生)
- I forgot to lock the door this morning.  
今早我忘锁门了。(忘记要去做某事)(此事未做)
- Though they were all tired, they wouldn't stop working.  
虽然他们都很累了,但是他们也不肯停止工作。  
(停止正在或经常做的事)
- After walking a long time he stopped to have a rest.  
走了好长时间之后,他停下来休息。  
(停止、中断某件事,目的是去做另一件事)
- Missing the train means waiting for another hour.  
误了这趟火车意味着再等一个小时。(意味着)
- I mean to come early today. 我打算今天早些来。  
(打算、有意要……)
- He regretted saying that to her face.  
他后悔当她说那番话。(对做过的事遗憾、后悔)
- I regret to tell you that I won't go with you.  
我很遗憾地告诉你,我不能和你一起去。(对要做的事遗憾)
- Why not try knocking at the back door, even if nobody hears you at the front door. 即使前门没人听到,为什么不试试敲敲后门。(试验,试一试某种方法)
- He'll try to improve his spoken English.  
他要设法提高他的英语口语。(努力、企图做某事)
- They went on working after dark.  
天黑之后,他们继续工作。(继续(原先没有做完的事情))
- After finishing the letter, he went on to read a book.  
写完信后,他接着读书。(继而(去做另一件事情))

#### (4) 作介词宾语。

He is against dancing all night. 他反对通宵跳舞。

The college is a new type of college for training cadres.  
这所大学是新型的培养干部的大学。

Through traveling, he became very well-informed.  
他能过旅游增长了许多见识。

注意:下列短语中的“to”是介词,而不是不定式符号。因此后面须接名词或动名词形式。

in addition to(除外), admit to(承认), devote oneself to(献身于), be equal to(能胜任), be familiar to(为……熟悉), find one's way to(设法到达), get down to(着手做), give way to(对……让步), give one's mind to(专心于), keep to(坚持), look up to(尊敬), lead to(导致), look forward to(期望), object to

(反对), be opposed to(反对), pay attention to(注意), point to(指向), be reduced to(沦为), give rise to(使……发生), stick to(坚持), stand up to(勇敢面对), be sentenced to(被判刑), see to(注意处理,照料), be used to(习惯于), trust to(依靠), turn to(求助于)等。如:

He is used to working on the night shift.

他已习惯了上夜班。

We're so much looking forward to seeing you again.

我们非常盼望再见到你。

#### (5) 作定语。

The teacher has many reading materials.

老师有很多阅读材料。

A swimming pool was built in our college last year.

我们的大学去年修建了一个游泳池。

Our teacher uses a very good teaching method.

我们教师的教学方法很好。

注意:动名词作定语和现在分词作定语是有区别的。动名词作定语时,和它所修饰的名词在逻辑上没有主谓关系,即它不是该名词发生的动作,只是表明所修饰名词的“目的”或“用途”。分词作定语时则表明所修饰的词与分词有逻辑上的主谓关系。如:

a sleeping car(= a car for sleeping)

卧车(动名词作定语)

a sleeping baby(= a baby who is sleeping)

睡觉的婴儿(分词作定语)

常见动名词作定语的例子还有:

a reading-room(阅览室), drinking water(饮用水), a writing course(写作课), the getting-up bell(起床铃), living conditions(生活条件), walking stick(手杖), fishing pole(钓鱼竿), bathing cap(游泳帽), dinning hall(餐厅), hiding place(隐匿之处), flying suit(飞行服), working method(工作方式), working people(劳动人民), studying plan(学习计划), sleeping pill(安眠药), operating room(手术室), filling station(加油站), washing machine(洗衣机), cooling system(冷却系统), dining car(餐车), waiting room(运动场), playing field(运动场), drawing pin(图钉), running shoes(跑鞋), hunting ground(猎场), washing line(晾衣绳), bathing suit(游泳衣)。

#### 3. 动名词的否定结构。

动名词的否定结构由 not 加动名词组成。如:

Trying without success is better than not trying at all.  
实验没有成功也比不实验好。

He hated himself for not having worked hard.

他悔恨自己没有用功。

I'm sorry for not having telephoned you earlier.

很抱歉,没有早给你打电话。

He felt sorry for not having done the work well.

他为没有把工作做好感到很难过。

#### 4. 动名词复合结构。

一般情况下,动名词的逻辑主语为谓语动词的主语。如果动名词动作的发出者不是谓语动词的主语时,则需要有自己的

逻辑主语。这种物主代词或名词所有格加动名词就构成了动名词的复合结构。这种结构在句中可作主语、宾语等。动名词复合结构使用的一般规则是:

(1) 逻辑主语是有生命的名词:作主语时,必须用名词或代词所有格,作宾语时(尤其在口语中),也可用名词普通格或人称代词宾格。如:

Do you think my going there will be of any help?

你看我去会有什么帮助吗?(宾语)

The student's knowing English well helps him in learning French.

这位学生通晓英语对他学法语很有帮助。(主语)

Do you mind my (me) smoking?

你介意我抽烟吗?(宾语)

They insist on Mary's (Mary) going with them there.

他们坚持要玛丽跟他们一起去那儿。(介词宾语)

(2) 逻辑主语是无生命名词时,一般只用名词普通格。如:

Do you hear the rain pattering on the roof?

你听见雨点打在屋顶上了吗?

Is there any hope of our team winning the match?

我们对赢得比赛有希望吗?

(3) 逻辑主语是指示代词或不定代词 this, that, somebody, someone, nobody, none, anybody, anyone 时,只用普通格。如:

She was woken up by someone shouting outside.

她被外面喊叫的人吵醒了。

用正确的介词填空。

1. The novel was written by Ba Jin.

2. They are friendly. I'm sure you'll get on well with them.

3. Meimei does quite well in Chinese.

4. Don't worry about the safety of the children.

5. This is a secret between you and me.

6. The train arrived at the small station on time.

7. I haven't heard from him for about half a year.

8. I talk to my friends by sending fast messages.

### 创新能力测试

(时间:90分钟 满分:120分)

班级 \_\_\_\_\_ 姓名 \_\_\_\_\_ 分数 \_\_\_\_\_

### 听力部分(30分)

I. 情景反应,听句子,选择最佳答案(5分)

( ) 1. A. Yes, not much.

B. No, I haven't.

C. Yes, I have. I've learned a lot that way.

( ) 2. A. I study by memorizing English words.

B. I am feeling bored.

C. I like English very much.

( ) 3. A. For more than fifty yuan.

B. For ten years.

C. Very heavy.

( ) 4. A. Yes.

B. No.

C. That's a good idea.

D. Please.

( ) 5. A. Because it is the most widely used in the world now.

B. Because English is easier than Chinese.

C. Because we all like it.

II. 听对话和对话后的问题,选择正确答案(5分)

( ) 6. A. Betty is clever.

B. The bird is trying to learn English.

C. Betty is a bird.

( ) 7. A. Because English is very easy.

B. Because English is too hard.

C. Because English is outdated.

( ) 8. A. At a post office.

B. At a bus stop.

C. In a cinema.

( ) 9. A. He is looking up new words.

B. He is writing an article.

C. He is reading a dictionary.

( ) 10. A. Lin Tao.

B. Mary.

C. Li Lei.

III. 听短文,根据短文内容选择填空(10分)

( ) 11. What is the most important thing, when you practice your spoken English?

A. The most English words.

B. The pronunciation and intonation.

C. To be full of confidence.

( ) 12. Is it very bad when we speak wrong English?

A. No, never mind.

B. Yes.

C. I don't know.

( ) 13. Do the others laugh at you when you make mistakes?

A. Yes, I think so.

B. It doesn't matter.

C. No, instead they will encourage you.

( ) 14. When we learn English, \_\_\_\_\_.

A. we worry about our pronunciation and intonation

B. we should always be active in practice

C. we should be as good as the native people

( ) 15. If you're brave enough, \_\_\_\_\_.

A. you'll be a brave man

B. you'll be good enough

C. you'll certainly make rapid progress in your spoken English

IV. 听短文,根据信中的内容填写表格。(本大题共10个空格,每个空格1分,共10分)

Name: \_\_\_\_\_ Age: \_\_\_\_\_