



清江外国语学校
Qingjiang Foreign Languages School

YIGANG LIANG'AN YIMO
一纲两案一模

英语·九年级上册

导 | 学 | 案

姚源波 主编

课程纲要
训练案

导学案
生本模式



四川大学出版社



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第一部分 课程目标

总目标

激发和培养学生学习英语的兴趣，帮助学生树立自信心，养成良好的学习习惯和形成有效的学习策略，发展自主学习的能力和合作精神；使学生掌握一定的英语基础知识和听、说、读、写技能，形成一定的综合语言运用能力；培养学生的观察、记忆、思维、想象能力和创新精神；帮助学生了解世界和中西方文化的差异，拓宽视野，培养爱国主义精神，形成健康的人生观，为他们的终身学习和发展打下良好的基础。

分级目标

语言技能目标		
级别	技能	目标描述
五级	听	1. 能根据语调和重音理解说话者的意图。 2. 能听懂有关熟悉话题的谈话，并能从中提取信息和观点。 3. 能借助语境克服生词障碍、理解大意。 4. 能听懂接近自然语速的故事和叙述，理解故事的因果关系。 5. 能在听的过程中用适当方式做出反应。 6. 能针对所听语段的内容记录简单信息。
	说	1. 能就简单的话题提供信息，表达简单的观点和意见，参与讨论。 2. 能与他人沟通信息，合作完成任务。 3. 能在口头表达中进行适当的自我修正。 4. 能有效地询问信息和请求帮助。 5. 能根据话题进行情景对话。 6. 能用英语表演短剧。 7. 能在以上口语活动中做到语音、语调自然，语气恰当。
	读	1. 能根据上下文和构词法推断、理解生词的含义。 2. 能理解段落中各句子之间的逻辑关系。 3. 能找出文章的主题句，理解故事的情节，预测故事情节的发展和可能的结局。 4. 能根据不同的阅读目的运用简单的阅读策略获取信息。 5. 能利用词典等工具书进行阅读。 6. 能读懂相应水平的常见体裁的读物。 7. 课外阅读量应累计达到 13~15 万词以上。
	写	1. 能根据写作要求，收集、准备素材。 2. 能独立起草短文、短信等，并在教师的指导下进行修改。 3. 能使用常见的连接词表示顺序和逻辑关系。 4. 能简单描述人物或事件。



语言知识目标		
级别	知识	目标描述
五级	语音	1. 了解语音在语言学习中的意义。 2. 在日常生活会话中做到语音、语调基本正确、自然、流畅。 3. 根据重音和语调的变化,理解和表达不同的意图和态度。 4. 根据读音规则和音标拼读单词。
	词汇	1. 了解英语词汇包括单词、短语、习惯用语和固定搭配等形式。 2. 理解和领悟词语的基本含义以及在特定语境中的意义。 3. 运用词汇描述事物、行为和特征,说明概念等。 4. 学会使用 1300~1400 个单词和 180~250 个习惯用语或固定搭配。
	语法	1. 理解附录“语法项目表”中所列语法项目并能在特定语境中使用。 2. 了解常用语言形式的基本结构和常用表意功能。 3. 在实际运用中体会和领悟语言形式的表意功能。 4. 理解并运用恰当的语言形式描述人和物;描述具体事件和具体行为的发生,发展过程,描述时间、地点及方位;比较人、事物及物体等。
	功能	在交往中恰当理解和运用本级别所列功能的语言表达形式
	话题	围绕本级别所列话题恰当理解与运用相关的语言表达形式。

情感态度目标	
级别	目标描述
五级	1. 有明确的学习目的,能认识到学习英语的目的在于交流。 2. 有学习英语的愿望和兴趣,乐于参与各种英语实践活动。 3. 有学好英语的信心,敢于用英语进行表达。 4. 能在小组活动中积极与他人合作,相互帮助,共同完成学习任务。 5. 能体会英语学习中的乐趣,乐于接触英语歌曲、读物等。 6. 遇到问题时能主动请教,勇于克服困难。 7. 能在英语交流中注意并理解他人的情感。 8. 在生活中接触英语时,乐于探索其含义并尝试模仿。 9. 对祖国文化能有更深刻的了解,具有初步的国际理解意识。

学习策略目标		
级别	策略类别	目标描述
五级	认知策略	1. 根据需要进行预习。 2. 在学习集中注意力。 3. 在学习善于记要点。 4. 在学习善于利用图画等非语言信息理解主题。 5. 借助联想学习和记忆词语。 6. 在学习积极思考,主动探究,善于发现语言的规律并能运用规律举一反三。 7. 在使用英语时,能意识到错误并进行适当的纠正。
	调控策略	1. 明确自己学习英语的目标。 2. 明确自己的学习需要。 3. 制订切合实际的英语学习计划。 4. 把握学习内容的重点和难点。 5. 注意了解和反思自己英语学习中的进步与不足。 6. 积极探索适合自己的英语学习方法。 7. 经常与老师和同学交流学习体会。 8. 积极参与课内外英语学习活动。



续表

学习策略目标		
五 级	交际策略	1. 在课内外学习活动中能够用英语与他人交流。 2. 善于抓住用英语交际的机会。 3. 在交际中,把注意力集中在意思的表达上。 4. 借助手势、表情等体态语进行交流。 5. 交际中遇到困难时,有效地寻求帮助。 6. 在交际中注意到中外交际习俗的差异。
	资源策略	1. 注意通过音像资料丰富自己的学习。 2. 使用简单的工具书查找信息。 3. 注意生活中和媒体上所使用的英语。 4. 能初步利用图书馆或网络上的学习资源。

文化知识目标	
级别	目标描述
五 级	1. 了解英语交际中常用的体态语,如手势、表情等。 2. 恰当使用英语中的称谓语、问候语和告别语。 3. 了解、区别英语中不同性别常用的名字和亲昵的称呼。 4. 了解英语国家的饮食习俗。 5. 对别人的赞扬、请求、致歉等做出恰当的反应。 6. 用恰当的方式表达赞扬、请求等意义。 7. 初步了解英语国家的地理位置、气候特点、历史等。 8. 了解英语国家的人际交往习俗。 9. 了解世界上主要的文娱和体育活动。 10. 了解世界上主要的节假日及庆祝方式。



第二部分 课程内容

Unit	Title	Topic	Functional Items	Structures	Target language	Vocabulary
1	The Changing World	1. My hometown has become more and more beautiful.	Talking about the children's vacation experiences, changes and their effects on society	Present perfect: have/has done... have/has gone to... have/has been to...	Where have you been, Jane? I have been to Mount Huang with my parents. She has gone to Cuba to be a volunteer. Have you cleaned rooms for the disabled children? Yes, I have. /No, I haven't.	proper, bell, shut, rope, describe, develop education, communication, quick, sort, rapid, progress, succeed, consider, tool, granny
		2. Which country has the largest population?	Talking about population growth, country life and city life	Present perfect: already, yet, just, ever, never	I have just called you ... I've never been there before ... Have you found him yet? China has developed a lot already.	probably, European, population, recent, policy, neither, increase, difficulty, percent, unless, couple, market, excellent, relation
		3. The world has changed for the better.	Talking about social services	Present perfect: for, since Word formation	You have been in New York for a long time. The city has improved a lot since I came here a few years ago.	discover, direct, invention, medical, provide, conversation, engineer, dead, fire, stairs, skill, purpose, mention, war, social, abroad.
2	Saving the Earth	1. Pollution causes too many problems.	Expressing blame and complaint Talking about different kinds of pollution	Direct speech and Indirect speech	Mrs. Zhou said, "I'm feeling even worse." Mrs. Zhou said that she was feeling even worse.	bee, waste, stream, breathe, influence, weak, produce, chest, anyway, coal, deaf, print, disturb, rubbish, create, industry, blood
		2. All these problems are very serious.	Talking about the harm caused by pollution	Indefinite pronoun and adverb	None of us likes pollution. Don't spit anywhere in public. Everyone should care for wild animals and plant more trees.	behavior, sand, prevent, although, law, period, rise, level



续表

Unit	Title	Topic	Functional Items	Structures	Target language	Vocabulary
2	Saving the Earth	3. What kinds of things can we do to protect the environment?	Talking about environmental protection Giving advice	Compound sentence: or, and, while, but	About 35% of the garbage in Hong Kong can be recycled every year while the rest can't. People produce power from coal, but it is very dirty and causes acid rain.	plastic, suppose, nod, agreement, shake, action, technology, electric, wheel, steel, towel, offer
3	English Around the World	1. English is widely spoken throughout the world.	Talking about English around the world	Passive voice (I) am/is/are + past participle	Disneyland is enjoyed by millions of people from all over the world. Is English spoken as the official language in Cuba? English is widely spoken throughout the world.	language, translate, company, general, besides, whenever, divide, tongue, state, speaker, communicate, conference, tourist, position
		2. English is spoken differently in different countries	Talking about sign language and body language Discussing the differences in English around the world	Showing the future by present continuous	I'm flying to Disneyland tomorrow. When are you leaving for Disneyland? I'm leaving this afternoon.	Australian, difference, autumn, victory, pronounce, pronunciation force, cent, accent
		3. Could you give us some advice on how to learn English well?	Talking about language learning strategies	Wh- + to do	I don't know what to do. Could you give us some advice on how to learn English well? I don't know where to find a pen pal.	dare, grammar, copy, repeat, aloud, ability, toothpaste, discussion, review, method, whom, wise, complete, text
4	Amazing Science	1. Spaceships are mainly controlled by computers.	Learning about popular science Discussing the use of computers	Verb + object + complement	Tiny computers inside patients' bodies can keep their hearts beating normally. They are also making the workplace safer and better. Mr. Lee told us not to spend too much time playing games.	hero, prove, achieve, master, introduction expect, dry, doubt, tiny, cancel, connect, screen, reply, search
		2. When was it invented?	Expressing hopes and wishes. Learning about new technology and inventions Discussing the advantages and disadvantages of new inventions	Passive voice (II) was/were + past participle	Where was it developed? It was developed in Korea. When were they invented? They were invented in 1985.	metal, toothbrush, ink, recorder, clone experiment, servant, housework
		3. What do you know about Mars?	Talking about aliens Talking about flying to Mars and outer space Expressing possibility and impossibility	Passive voice (III) Modal verb + be + past participle	I don't think aliens can be found in space. Other planets may be visited in the future. More satellites must be sent into space.	research, basic, coach, storm, beyond, separate



续表

Unit	Title	Topic	Functional Items	Structures	Target language	Vocabulary
5	Knowing About China	1. How much do you know about China?	Learning about the geography of China	Attributive clauses (I) that, which	China is a great country that/which has about 5000 years of history. It's Mount Tai that/which lies in Shandong Province. That's the most fantastic place (that) I have ever heard of.	fetch, introduce, fantastic, tale, island, enemy, flat, below, freeze, thick, wheat, plain, license, giraffe
		2. I'm becoming more and more interested in China's history.	Learning about China's Historical persons and historic events	Attributive clauses (II) who, whom, whose	He was a great thinker who had many wise ideas about human nature and behavior. He was a Ming Dynasty explorer (who/whom) the Chinese people are proud of. He was a great man whose sayings are still famous now.	pioneer, captain, sail, coast, pride, trade, prize, fear, president, leader, safety, pupil, owner, instruction, private
		3. The dragon has become a symbol of the Chinese nation.	Learning about China's history and culture	Connectives and Agreement of Subject and Predicate Either ... or Both ... and Neither ... nor Not only ... but also	We can go to either Beihai Park or Shichahai. Both my father and I like it a lot. Neither my mother nor my father likes it, but I like it very much.	tail, correct, promise, chess, thirsty, Hungry, memory, dismiss, discovery
6	Entertainment and Friendship	1. I would rather watch sports shows than those ones.	Talking about TV programs Talking about star signs Talking about the differences between western culture and Chinese culture		I would rather watch sports shows than those ones. Every dog has its day. I prefer Human and Nature to The Same Song	voice, upon, sudden shoulder, honest, compare, soap
		2. Who is your favorite character in Literature?	Talking about painters and their paintings Talking about characters in literature Talking about forms of literature and art.		I have made up my mind to be a painter. One tree can't make a forest. Perhaps that is the reason why we admire them.	figure, fly, kiss, argument, golden
		3. I will remember our friendship forever.	Talking about a graduation ceremony Expressing farewell		It's a piece of cake. Where there is a will, there is a way. It's the thought that counts. If so, I beg your pardon.	handwriting, chalk dozen, pound, penny, bottom, period, awake, alive



第三部分 课程评价要点

1. 听力技能的教学目的：培养听的习惯；培养听的策略；特别强调培养在听的过程中获取和处理信息的能力。

听懂与课本内容难度相当的对话，并能从中提取信息	听大意和主题，对相关信息作出选择
能理解说话人的意图和态度	克服口音、生词障碍

2. 口语技能的教学目的：培养说的习惯，提高说的流利性和连贯性，增强语感。

利用语音、语调表达意思	引起注意
根据话题进行情景对话	倾听他人观点，表达简单个人意见
请求帮助	

3. 阅读技能的教学目的：培养阅读策略；培养语感，特别强调培养学生在阅读过程中获取和处理信息的能力。

略读	理解指代关系
找读	理解逻辑关系
理解大意	理解作者意图
猜测词义	了解重点细节
推理判断	

4. 写作技能的教学目的：表述事实、观点、情感、想象力，交流信息，培养规范的写作习惯。

整理思路	遣词造句
组织语言	列出提纲
组织素材	正确使用标点符号和字母大小写



Unit

1

The Changing World

Section A

I. Studying aims (学习目标)

1. 学习一些新单词和短语;
2. 学习现在完成时态, 并掌握和区分 “have/has gone to” 和 “have/has been to”;
3. 比较一般过去时态和现在完成时态, 并找出它们的不同之处;
4. 学会描述假期活动。

II. The key points and difficult points (重难点)

1. 现在完成时态;
2. “have/has gone to” 和 “have/has been to” 的用法。

III. 知识详解

1. 【课文原句】—Where have you been? —I have been to Mount Huang with my parents.

【归纳用法】sb have/has been to... “过去到过而现在已返回”, 它强调 “最近的经历”; e. g. sb have/has gone to... 表示 “动作的完成”, 强调人已离开说话的地方。e. g. (1) They have been to Chicago. (2) They have gone to Chicago.

(1) 句意是 “他们曾到过芝加哥, 现在已经回来了”。此句强调的是往返的经历。

(2) 句的意思是 “他们已到芝加哥去了”, 此语的言外之意是 “也许他们已经到达, 也许现在还在途中”, 它强调 “去” 的动作已经完成, 所以人已不在说话的地点。

【尝试运用】(1) 许多同学去过上海。

(2) 我的父母去北京了。

2. 【课文原句】Great changes have taken place there.

【归纳用法】happen 与 take place 相同点: 都是不及物动词, 意为 “发生”。均不可带宾语, 故不能用于被动语态。

区别: happen 是一般用语, 指由于明显的原因发生, 尤其指 “_____”; take place 往往用于 “_____”, 尤其是发生的时间和地点”。

比较: What happened to your brother?

Great changes have taken place in our school.

【尝试运用】学校运动会将在下周举行。



Section B

I. Studying aims (学习目标)

1. 学习一些新单词和短语;
2. 继续学习现在完成时态;
3. 比较青少年过去和现在的生活, 让学生们学会珍惜现在的生活;

II. The key points and difficult points (重难点)

1. 现在完成时态。

III. 知识详解

1. 【课文原句】I took part in some volunteer activities during summer holidays, didn't you?

【归纳用法】这是一般过去时的反义疑问句。反义疑问句由陈述句加一个附加疑问句构成, 陈述句是肯定句, 附加疑问句就要用否定, 陈述句是否定句, 附加疑问句就用肯定, 附加疑问句由 be 动词、助动词或情态动词加主语构成, 注意附加疑问句中的主语必须是人称代词。

【尝试运用】He had lunch at school yesterday, _____?
Your parents haven't been to Shanghai, _____?

2. 【课文原句】Have you been to any other place?

【归纳用法】这是现在完成时的一般疑问句, any other 后面接单数可数名词。掌握 Have you ever done...? 的句型, 学会否定词语 never 与 ever 在完成时中的转换。ever 用于肯定句和疑问句, never 用于否定句。

【尝试运用】(1) He is taller than any other _____ (student) in his class.

(2) I have ever cleaned their rooms. (请把此句改为否定句)

I _____ cleaned their rooms.

3. 【课文原句】Though I had no time to travel, I still felt very happy.

【归纳用法】连词 though/although 和 even though/if 意为“虽然, 尽管, 即使”, 引导让步状语从句, 通常不与 but 连用。Even if/though 带有强调的意味, 语气较强; Though/although 语气较弱, though 更口语化, 不如 although 正式。

【尝试运用】(1) 尽管他很年轻, 但是知道很多。_____

(2) 因为下雨, 所以孩子们不能做户外运动。_____

4. 【课文原句】We also put on funny shows for a group of old people in a community.

【归纳用法】put on 可译为“上映, 表演”, 还可译为“穿”, 表动作。

【相关拓展】put off _____ put out _____ put up _____ put away _____

【尝试运用】如果明天下雨, 我们不得不搭建一个帐篷。_____

5. 【课文原句】To help others makes us happy.

【归纳用法】(画线部分还可替换为 _____) 在英语中, 动词作主语, 要用 _____ 和 _____ 形式, 谓语动词用 _____ 数。

【尝试运用】(1) 多喝水有益健康。_____

(2) 听到这个令人兴奋的消息, 他很激动。_____

反思: 现在完成时的基本概念是 _____
其结构是 _____

have/has been/gone ... 的用法是 _____

yet 和 already 在现在完成时中的用法是 _____



Section C

I. Studying aims (学习目标)

1. 学习一些新单词和短语;
2. 继续学习现在完成时态;
3. 比较过去的北京和现在的北京, 了解中国的巨大变化;
4. 教育孩子们珍惜现在的幸福生活, 培养他们的爱国主义情操。

II. The key points and difficult points (重难点)

1. 现在完成时态的用法。

III. 知识详解

1. 【课文原句】People kept in touch with their friends and relatives far away mainly by letter or telegram.

【归纳用法】keep in touch with _____, get in touch with _____,
lose touch with _____.

【尝试运用】我已经和我的好朋友失去了联系。

2. 【课文原句】China has developed rapidly since the reform and opening.

【归纳用法】since 意思是_____. 用于_____时态, 后面可以接表示时间的_____
和_____. 接从句时要用_____时态。

【尝试运用】自从学习英语以来, 我们已经学会了 1600 多个英语单词。

3. 【课文原句】There are more kinds of food and clothes to satisfy people's needs.

【归纳用法】satisfy 是动词, 译为_____;
satisfy people's needs _____, satisfied 是_____词, be
satisfied with=_____, 译为_____。

【尝试运用】满足每个人的需求是不可能的。

4. 【课文原句】Beijing has made rapid progress and it has already succeeded in hosting the 2008 Olympic Games.

【归纳用法】make progress_____. 注意, progress 是_____名词, succeed
in doing sth. =_____

【尝试运用】(1) 在老师和同学们的帮助下, 我取得了很大的进步。

(2) 那个男孩成功的算出了那道数学题。



Section D

I. Studying aims (学习目标)

1. 学习一些新单词和短语;
2. 复习和总结现在完成时的用法;
3. 学习写作文的基本步骤;
4. 了解家乡的变化, 激发学生们热爱家乡的情感。

II. The key points and difficult points (重难点)

1. 现在完成时态。

III. 知识详解

1. 【课文原句】Leisure activities play an important part in people's lives in the past.

【归纳用法】play an important part/role in 意为“在……中起重要作用”

【尝试运用】父母在我们生命中起到重要的作用。

2. 【课文原句】What a wonderful experience!

【归纳用法】experience 译为_____, 是可数名词; 译为_____, 是不可数名词。Grammar—Present perfect:

定义: (1) 现在完成时表示动作发生在_____, 但与_____的情况有联系, 有时无时间状语, 有时和一些表示不确定的过去时间的状语连用, 如: many times, just, yet 等; 但_____ (能/不能) 与明确表示过去时间的状语连用, 如: when, in 1949, last week 等。

(2) 现在完成时表示从过去某时间开始一直延续到现在并还可能延续下去的动作, 用于延续性动词。

构成: 助动词 have/has + 过去分词

- ①肯定句: 主语 + have/has + 过去分词 + ……

I have been to Beijing. 我去过北京。(但我现在不在那儿)

She has gone to Tibet. 她去西藏了。(表示她现在不在本地)

- ②否定句结构: 主语 + _____ + 过去分词 + ……

Kitty hasn't read the book ... Kitty 没看过这本书。

They haven't been to the Great Wall. 他们没到过长城。

- ③一般疑问句结构: have/has + 主语 + _____ + ……

—Have you cleaned the classroom? 你打扫教室了吗?

—Yes, I have. 是的, 我打扫过了。

—Has your mother made supper? 你妈妈做好晚饭了吗?

—No, she hasn't. 不, 她没做好。



Section A

I. Studying aims (学习目标)

1. 学习一些新单词和短语;
2. 学习现在完成时与“just, already, yet, ever, never”连用;
3. 谈论中国经济和人口方面的变化;
4. 让学生们学会珍惜现在的幸福生活。

II. The key points and difficult points (重难点)

1. 现在完成时态;
2. 掌握“just, already, yet, ever, never”的用法。

III. 知识详解

1. 【课文原句】So do I.

【归纳用法】“So do I.”是倒装句。其含义是“前面这个人的情况也适用于后面这个人,”其结构是 so+be 动词/助动词/情态动词+主语。然而陈述句否定句的倒装形式是 neither/nor+be/助动词/情态动词+主语。如果表示强调前者的话就要用 So+主语+be/助动词/情态动词。

【尝试运用】(1) 我看见他们了。她们也看见他们了。

(2) 我不喜欢鱼肉。我儿子也不喜欢。

(3) 中国人很喜欢吃土豆。德国人也是。

(4) Maria 回古巴去了。她的确回去了。

2. 【课文原句】He has probably gone home.

【归纳用法】表示猜测的副词有 maybe, perhaps, probably。但是 probably 表示“最有可能”。

【尝试运用】(1) Lucy 可能去了美国。

(2) 她很有可能去利川了。

3. 【课文原句】I have just been living here for a few days.

【归纳用法】already 是副词,意思是已经,多用于现在完成时态,常常放在句中或句末;yet 也、尚、未、还,常常用于否定句和疑问句,在疑问句中 yet 的意思是“已经”。

【尝试运用】(1) 我刚刚擦干净了我的小汽车。

(2) Kate 还没有完成她的家庭作业。

(3) 我们已经吃了午饭。

4. 【课文原句】I always lose my way in New York.

【归纳用法】lose one's way=get lost 迷路

【尝试运用】在他去学校的路上,他迷路了。