

学科“分层分类·精学精练”规划丛书



# 英语学本

(9 年级全一册)

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· 成 都 ·

立德樹人 聚焦學科核心素養  
因材施教 發展學生思維品質

祝賀

學科分層分類精學精練規劃叢書出版

題詞  


副所長 中國教育科學研究院課程教學研究所



# 总序

在成都的天府新区有一所新开办的学校叫天府七中，尽管办学时间不长，但一直紧跟时代步伐，履行立德树人的初心使命，积极探索教育教学改革，深入开展教育教学研究，取得了良好的效果。这套学科“分层分类·精学精练”规划丛书就是学校这几年积极探索的初步成果。

学校课程建设是深化课程改革的重点，是真正落地的标志。天府七中建校四年多，其“分层分类、选课走班、一人一课表、每生有特长”的课程特色引起广泛关注，全国400多批次教育同行来校参观、考察、交流。学校秉持“办一所让自己的子女就读都无怨无悔的好学校”的办学理念，落实在学校的“分层分类、选课走班，十二年一贯制的融通课程设计”的探索实践中。

这套学科“分层分类·精学精练”规划丛书正是创校四年来的课程建设成果的集中展现，它有以下几个特点：

一是真正体现了“以学生为中心”。各个学科的资源，均取名为“学本”，都暗含着一个重要的观念转变，即以“学”为中心，以学生为中心，因为教师的“教”，都是为了学生的“学”，真正体现了“以学生为主体”。

二是体现了“双减”对精准教学的进一步要求。“双减”明确要求，要“提升课堂教学质量”，要“严格按课程标准零起点教学，做到应教尽教，确保学生达到国家规定的学业质量标准”，要“优化教学方式，强化教学管理，提升学生在校学习效率”。天府七中各个学科教研室，按照“单科分层分类”的要求，对国家课程标准要求的每个知识点，进行了可视化的细化，编写了“课标细目”；系统地建立了每个知识点的内容标准、表现标准和策略标准，编写了每个知识点的分层学习资源。这是“双减”背景下通过精准教学提高学业质量的有益尝试；而且，每个学校、每个学生都能在每个知识点的分层要求中，找到自己的适应性标准。

“双减”明确要求，“将作业设计纳入教研体系，系统设计符合年龄特点和学习规律、体现素质教育导向的基础性作业。鼓励布置分层、弹性和个性化作业”。天府七中综合考虑作业目标、内容、类型、数量、作业时间、难度和分层等因素，一直把优化和创新作业设计作为纵深推进课程改革、落实学校育人目标的有效途径。比如，初中数学组“基于核心素养的作业一体化逆向设计”实践，把作业分为基础巩固型、能力提升型、综合实践型三大类别，尤其是问题探究作业、数学建模作业、学科融合作业、调查研究作业、实验操作作业等，注重问题的情境性、开放性、研究性，这些研究成果获得了省市课题的立项。

三是编写团队整体力量较强。这套丛书由天府七中学术委员会牵头组织编写，每本书的主编和编委，都是天府七中学科教研室的核心力量。各学科的主编、副主编，都是来自成都市或四川省知名学校的备课组长或教研组长，长期从事一线教学和毕业班学生的质量把关工作，还有省市特级教师、学科带头人等。

我相信，大家如果品读这套丛书会有许多收益和借鉴！

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# 学科“分层分类·精学精练”规划丛书

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# 前言

## Preface

### ◆ 写作目的

在国际化的当今社会，英语的重要性不言而喻。教育部于 2020 年推出了最新修订版的《普通高中英语课程标准》，对义务教育阶段的英语学习提出了明确的学习要求。初中阶段的英语学习是高中英语学习的基础，其教学内容和教学方法都将随之改变。为紧跟教育部对英语学习的最新要求，同时结合初中英语学习的特点，编者精心编撰此书，期望学生能以此为学习资源，根据自身情况进行基础巩固和能力提升。

### ◆ 写作经过

本书是由天府第七中学英语教研组全体教师共同精心编写而成。天府第七中学英语教研组各年级老师通过紧密分工合作，历时数月，数易其稿，组内和年级交叉校对、审核，虽任务繁重且琐碎，但老师们通力合作，最终呈现出精心编撰的本书。

### ◆ 资料来源

本书为英语教与学的辅导资料，属于学校课程建设资源。为保证教学内容的准确性和时效性，编者主要参考了《21 世纪学生英文报》《牛津字典》和全国各地，尤其是成都市近几年的部分中考、诊断试题。

### ◆ 本书内容

本书根据英语学科的教学特点以单元划分，每个单元主要包含学习指导、基础知识归纳、知识要点全解、分层综合练习四个方面的内容。

“学习指导”部分根据课程标准对英语核心素养的培养要求，从听、说、读、写等各方面给学生提供了不同层面的学习目标指导。

“基础知识归纳”部分对本单元的基础词汇、短语和句型进行总结。

“知识要点全解”则详尽地讲解了课本 Section A 和 Section B 的重要知识点、语法专项突破以及话题写作指导。

“分层综合练习”包括 A 卷基础、B 卷提升以及课外阅读拓展，对本单元知识掌握进行练习和巩固。

### ◆ 本书特色

与市场上其他英语学习资料显著不同的是，本书结合了学校分层走班的办学特点，对语言知识点的讲解进行了难度划分，分为“基础层”和“进阶层”，便于学生根据自身学情精准进行对标学习。

每单元配套的综合练习题型也直接对标中考，且难度依次增大，分为“基础”“提升”和“课外拓展”三个层面。

此外，本书根据教育部推出的最新英语课程教学要求，细化了各单元的学习内容和目标，可以为学生自学提供明确的指导。

### ◆ 读者对象

- 初中学生。
- 初中英语教师。
- 初中学生家长。

### ◆ 编者与致谢

本书由胡霞主编，马汝、廖佳英、韩文娟任副主编，天府第七中学初中部全体英语老师参编，相互校对。感谢所有老师的辛勤付出！

### ◆ 配套服务

由于作者水平所限，本教材的覆盖面广，书中错误和不妥之处在所难免，恳请广大读者批评指正。若在收集资料过程中使用了您的内容，请与我们联系，以及时更正参考文献，谢谢。我们的联络方式：1399897078@qq.com。

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## Unit 1

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# How can we become good

亲爱的同学：

经过前两年的学习，你有没有总结出适合自己的学习方法呢？

本单元将运用“by doing”的结构讨论和总结英语学习的好方法，同时，可以集思广益讨论其他学科的学习方法。通过本单元的学习，我们应该认识到好的学习方法可以起到事半功倍的作用。下列的“学习指导”从语言知识、语言能力，包括听、说、读、写等各方面给大家提供了不同的指导，请你根据自己的学情对比自测，检查自己对本单元的掌握情况。其中基础层是需要达到的最基本能力，进阶层则提出更高的要求。请同学们跟随“学习指导”和随后讲解，让我们一起探索有效的学习方法，冲刺初三，加油！

## 1.1 【学习指导】

话题	学会学习		功能	谈论学习的方法	
核心素养	方面	项目	内容	基础层标准细目	进阶层标准细目
语言能力	语言知识	词汇	textbook, conversation, pronunciation, sentence, expression, secret, grammar, note, physics, chemistry, speed, partner, ability, brain, attention, knowledge, discover, repeat, pronounce, increase, connect, review, active, aloud, wisely	1. 能正确拼读所有词汇, 掌握其词性、意义 2. 能在口语和书面表达中正确灵活运用	1. 掌握单词的词形变换 2. 掌握单词的词性及其语法功能
		短语	fall in love with, the secret to, pay attention to, connect...with...	1. 理解短语的意义, 并能正确拼读 2. 能在口语和书面表达中正确灵活使用	在熟练运用以上短语的基础上, 能模仿写出更多类似表达
		句型	A: How do you learn English? B: I learn by studying with a group. A: I am a very slow reader. B: Just read quickly to get the main ideas at first. Don't read word by word. Read word groups. A: How can I read faster? B: You can read faster by reading word groups. A: How can I improve my pronunciation? B: One way is by listening to tapes.	能在口语和书面表达中正确恰当地运用以上句子	能够在熟练运用以上句子的基础上, 仿照其写出更多的表达
		语法	掌握“动词+by+doing”形式表示方式、方法	基本掌握句式, 并能仿照句式较为流利地表达自己的学习方法	1. 完全掌握句式 2. 用句子流利地表达自己的学习方法, 并适当拓展
	语言技能	听	Section A: 1b, 2a, 2b; Section B: 1c, 1d	能完全听懂对话内容, 并能完成 95% 的练习任务	能完全听懂对话内容, 并能完成所有的练习任务
		说	Section A: 1c, 2c, 2d, 4c; Section B: 1e, 2e	能模仿 2d 内容自编对话, 并能脱稿进行角色表演	能灵活运用更多的表达, 流畅地谈论自己曾经参观或旅游过的地方, 准确描述细节和自然表达感受
		读	Section A: 3a; 3b; Section B: 2a, 2b, 2c, 2d	1. 能完全读懂文章内容, 获取所需细节信息 2. 能通过思维导图等方式分析文章结构, 理解作者的观点态度	能读懂与本单元话题相关的阅读材料, 了解西方文学作品
		看	Section A: 1a, 3a; Section B: 1a, 2b	能从图片和文本中找出细节信息, 并能将此信息在相关任务中进行口笔头表达	能将图片信息、文本信息和自身现实生活进行相关联系, 并能利用这些信息进行发散思维的训练
		写	Section B: 3a, 3b, Self-check	能用基本句子正确表达自己的学习方式, 并适当拓展	能准确、熟练地使用基本句式表达自己的学习方法, 并适当拓展
		文化品格	了解 Alexander Graham Bell 获得成功的途径		
思维品质	培养学生的英美文学素养, 学会反思和改进, 并培养坚持不懈的奋斗精神				
学习能力	1. 学会自我反思, 主动调整自己的学习方式, 根据自己的学习特点选择相应的学习策略和方案 2. 学会使用词典获取多义词在特定上下文的意义				

## 1.2 【基础知识归纳】

### 1.2.1 ★★★ Section A 重点单词 ★★★

1. textbook *n.* 教科书; 课本
2. conversation *n.* 交谈; 谈话
3. aloud *adv.* 大声地; 出声地
4. pronunciation *n.* 发音; 读音
5. sentence *n.* 句子



6. patient *adj.* 有耐心的 *n.* 病人
7. expression *n.* 表情; 表示; 表达方式
8. discover *v.* 发现; 发觉
9. secret *n.* 秘密; 秘诀 *adj.* 秘密的; 保密的
10. grammar *n.* 语法
11. repeat *v.* 重复; 重做
12. note *n.* 笔记; 记录 *v.* 注意; 指出
13. physics *n.* 物理; 物理学
14. chemistry *n.* 化学

### ★★★ Section A 重点短语 ★★★

1. ask...for 向……寻求……
2. study for a test 为考试做准备
3. have conversations with 与……谈话
4. read aloud 大声朗读
5. spoken English 英语口语
6. give a report 做报告
7. word by word 逐字地
8. be afraid to do sth. 害怕做某事
9. fall in love with 爱上
10. as well 也, 还, 而且
11. look up 查阅; 抬头看
12. have a better understanding of 对……更加了解
13. take notes 记笔记

### 1.2.2 ★★★ Section B 重点单词 ★★★

1. pronounce *v.* 发音
2. increase *v.* 增加; 增长
3. speed *n.* 速度; *v.* 加速
4. partner *n.* 搭档; 同伴
5. born *v.* 出生 *adj.* 天生的
6. ability *n.* 能力; 才能
7. create *v.* 创造; 创建
8. brain *n.* 大脑
9. active *adj.* 活跃的; 积极的
10. attention *n.* 注意; 关注
11. connect *v.* (使) 连接; 与……有联系
12. review *v. & n.* 回顾; 复习
13. knowledge *n.* 知识; 学问
14. wisely *adv.* 明智地; 聪明地

### ★★★ Section B 重点短语 ★★★

1. make mistakes 犯错误
2. be born with 天生具有

3. depend on 依靠; 取决于
4. have...in common 有共同之处
5. be interested in 对……感兴趣
6. pay attention to 注意; 关注
7. connect...with 把……和……连接或联系起来
8. keep doing sth. 一直做某事
9. be afraid of 害怕
10. learn from 向……学习
11. write down 写下; 记下
12. be stressed out 紧张; 饱受压力
13. on one's own 靠某人自己
14. bit by bit 一点一点地; 逐渐地
15. at once 立刻; 一次
16. prepare for 为……做准备
17. over and over again 反反复复

### 1.2.3 ★★★词形变换★★★

1. pronunciation *n.* 发音; 读音 → pronounce *v.* 发音
2. patient *adj.* 有耐心的 *n.* 病人 → patience *n.* 耐心 → impatient *adj.* 不耐烦的 → impatience *n.* 不耐烦  
→ patiently *adv.* 耐心地
3. expression *n.* 表情; 表示; 表达方式 → express *v.* 表达
4. discover *v.* 发现; 发觉 → discovery *n.* 发现
5. chemistry *n.* 化学 → chemical *adj.* 化学的
6. physics *n.* 物理 → physical *adj.* 物理的 → physically *adv.* 身体上地; 肉体上地
7. ability *n.* 能力; 才能 → able *adj.* 能够的; 能干的 → unable *adj.* 不能够的; 不能干的 → disable *v.* 使丧失能力; 使残疾 → disabled *adj.* 残疾的
8. create *v.* 创造; 创建 → creation *n.* 创造; 创建 → creator *n.* 创造者 → creative *adj.* 有创造力的  
→ creativity *n.* 创造力
9. active *adj.* 活跃的; 积极的 → actively *adv.* 活跃地; 积极地 → act *v.* 行为 *n.* 法令; 表演 → actor  
*n.* 演员 → activity *n.* 活动 → action *n.* 行动
10. connect *v.* (使) 连接; 与……有联系 → connection *n.* 联系
11. knowledge *n.* 知识; 学问 → knowledgeable *adj.* 博学的; 有见识的; 知识渊博的
12. wisely *adv.* 明智地; 聪明地 → wise *adj.* 明智的; 聪明的 → wisdom *n.* 智慧
13. spell *v.* 拼写 → spelt 过去式 → spelt 过去分词 → spelling *n.* 拼写
14. speak *v.* 说话, 发言 → spoke 过去式 → spoken 过去分词 → speech *n.* 演讲 → speechless *adj.* 无语的
15. increase *v./n.* 增加; 增长 → increasing *adj.* 渐增的, 越来越多的 → increasingly *adv.* 渐增地, 越来越多地

### 1.2.4 ★★★重点句子★★★

1. —How do you study for a test? 你是怎样准备考试的?  
—I study by working with a group. 我通过和小组合作的方式学习。
2. It is too hard to understand spoken English. 理解英语口语太困难了。
3. The more you read, the faster you'll be. 你读得越多, 就读得越快。

4. I don't know how to increase my reading speed. 我不知道怎样提高我的阅读速度。

5. The teacher spoke so quickly that I did not understand her most of the time.

老师讲得如此之快以至于大多数时间我都不能理解她的意思。

6. I want to learn new words and more grammar so that I can have a better understanding of English movies.

我想要学习新的单词和更多的语法以便我能够更好地理解英语电影。

7. Whether or not you can do this well depends on your learning habits.

你是否能做好这件事取决于你的学习习惯。

8. Even if you learn something well, you will forget it unless you use it.

有些东西即使你学得很好，如果不使用，你也会忘记。

## 1.3 【知识要点全解】

### 1.3.1 Section A 知识要点

#### 1. Do you have conversations with friends in English? 你和朋友用英语交谈吗?

(1) have conversations with sb. 意为“与某人交谈”。其同义短语为 have a talk with sb. 或 talk with sb. 例如:

Mary had conversations with her student yesterday. 昨天玛丽与她的学生进行了交谈。

(2) conversation 既可用作可数名词,也可用作不可数名词,意为“交谈;谈话”。例如:

Mary was deep in conversation with her student. 玛丽在与她的学生认真交谈。

#### 2. What about reading aloud to practice pronunciation? 大声朗读来练习发音怎么样?

(1) 【辨析】 aloud, loud 与 loudly 用法区别(详见表 1-1)。

表 1-1 aloud, loud 与 loudly 用法区别

单词	词性	含义	用法
aloud	副词	意为“大声地”	常与 call, shout, cry 等连用
loud	形容词	意为“响亮的; 大声的; 吵闹的”	可作定语或表语
	副词	意为“响亮地; 大声地”, 常指说话声和笑声	常与 talk, speak, sing, laugh 等连用
loudly	副词	意为“喧闹地, 大声地, 响亮地”, 通常可以和 loud 互换, 含有吵闹的意思	常与 knock, ring 等连用

That hungry girl cried aloud. 那个饥饿的女孩大声哭了起来。

Please read the topic aloud. 请大声地朗读一下标题。

Mary spoke in a very loud voice./Mary spoke loud. 玛丽声音洪亮地讲了话。

Suddenly the girl screamed loudly. 突然, 那个女孩大声尖叫起来。

(2) pronunciation 名词, 意为“发音; 读音”, 其动词形式为 pronounce, 意为“发音”。例如:

The more you practice, the better your pronunciation is! 练习得越多, 你的语音就会越好听。

Please pronounce my name correctly. 请把名字念正确。

#### 3. Annie, I'm a little nervous. 安妮, 我有点儿紧张。

##### 【辨析】

a little 与 a bit。

(1) 二者修饰形容词、副词原级及比较级时, 意为“有点儿; 稍微”, 可以互换。例如:

It's a little/a bit cold today. 今天有点儿冷。

He is a little/a bit heavier than me. 他比我胖一点儿。

(2) 二者修饰名词时, 意为“一点儿; 少量”, 其区别为: a little 可直接修饰不可数名词, a bit

修饰名词时其后须加 of, 即 “a bit of+不可数名词”。例如:

I drank a little water just now. = I drank a bit of water just now. 我刚才喝了一点儿水。

(3) 二者与 not 连用时, 意思差别很大。not a little 意为“很; 非常”, 相当于 very (much); not a bit 意为“一点儿也不; 毫不”, 相当于 not...at all。例如:

I'm not a little sad. 我很不开心。

I'm not a bit sad. 我一点也不难过。

**4. I have to finish reading a book and give a report next Monday.** 我得读完一本书并在下周一做一个报告。

finish 此处用作及物动词, 意为“完成”, 其后可跟名词、代词或动词-ing 形式作宾语。例如:

The homework is so hard that Vivian can't finish it in an hour. 这个作业太难了, 薇薇安一小时完不成。

Have you finished doing your homework? 你作业写完了吗?

**5. Just read quickly to get the main ideas at first.** 开始时只管快速阅读获取大意即可。

at first 意为“首先; 最初”, 在句中用作状语。其反义短语为 at last, 意为“最后; 终于”。例如:

At first, we used horses to travel. Later we had cars. 开始我们的交通工具是马, 后来我们有了汽车。

### 【辨析】

at first 与 first of all 用法区别 (详见表 1-2)。

表 1-2 at first 与 first of all 用法区别

词组	含义	用法
at first	首先	相当于 in the beginning, 与后来发生的事相对照, 暗含后来的事情有变化
first of all	首先	相当于 first, 表示顺序, 是时间上或一系列动作的开始, 后面往往接 next, then 等

At first I didn't like my classmates, but I soon changed my mind. 最初我不喜欢我的同学, 可是很快我改变了主意。

First of all, cut the bananas into pieces; then turn on the blender. 首先, 把香蕉切成小粒; 接下来, 打开搅拌机。

**6. Don't read word by word. Read word groups.** 不要一个词一个词地读, 要按意群读。

word by word 意为“一个词一个词地”, 其中介词 by 表示连续或反复, 意为“(一个)接着(一个); (一个)又(一个)”。类似的短语还有; one by one 一个接一个; step by step 一步一步, 渐渐; year by year 年年, 逐年; little by little 一点一点, 逐渐。例如:

I improved my speaking skills step by step. 我一步一步地提高了我的口语技能。

**7. Well, be patient.** 哦, 耐心点儿。

patient 此处用作形容词, 意为“有耐心的”, 其副词形式为 patiently, 意为“耐心地”。常用短语: be patient with sb. 意为“对某人有耐心”; be patient to do sth. 意为“有耐心做某事”。例如:

Parents should learn to be patient with their children. 父母应该学着耐心地与孩子相处。

Our English teacher is very patient with us. 英语老师对我们很有耐心。

Mary was patient to explain the grammar to me. = Mary explained the grammar to me patiently. 玛丽耐心地给我分析了那个语法点。

### ★进阶层

patient 用作可数名词, 意为“病人”。例如:

The doctor is patient with the patients. 那名医生对病人很有耐心。

**8. What is the secret to language learning?** 语言学习的秘诀是什么?

the secret to... 意为“……的秘诀”, 其中 to 为介词, 后接名词性结构。例如:

The secret to winning an Olympic gold medal is keeping trying and never giving up. 赢得奥运会金

牌的秘诀就是持之以恒、永不言弃。

类似用法的动词还有：

the key to the door 门的钥匙

the answer to the question 问题的答案

the ticket to the theater 电影票

### ★进阶层

secret 可作形容词，意为“秘密的；保密的”。例如：

He ran through a secret door. 他从暗门跑走了。

**9. The teacher spoke so quickly that I did not understand her most of the time.** 老师讲得太快了，以至于大部分时间我听不懂她（的话）。

so...that...意为“如此……以至于……”，so后接形容词或副词，that引导结果状语从句。

...so that...意为“为了”，引导目的状语从句，常与can, could等词语连用。例如：

Spoken English is so hard that I can't understand it. 英语口语太难了，以至于我不能理解。

I practice English hard every day so that I can learn it well. 我每天努力练习英语，就是为了学好它。

**10. I was afraid to ask questions because of my poor pronunciation.** 由于我糟糕的发音，我不敢问问题。

be afraid to do sth. 意为“不敢做某事”。例如：

I was afraid to sleep alone when I was a child. 我小时候不敢一个人睡。

### ★进阶层

be afraid of (doing) sth. 意为“害怕（做）某事”。例如：

Rex is so shy that she is afraid of speaking in front of the public.

雷克斯如此腼腆以至于害怕在公众面前讲话。

be afraid (that) ... 意为“恐怕……”。例如：

I'm afraid (that) we are running out of time. 恐怕我们没时间了。

**11. Then one day I watched an English movie called *Toy Story*.** 后来有一天我看了一部名叫《玩具总动员》的英文电影。

called *Toy Story* 为过去分词短语，作后置定语，修饰 an English movie。过去分词（短语）作定语时，所修饰的名词与它之间存在被动关系。此处 called 相当于 named 或 with the name of。

an English movie called *Toy Story*

= an English movie named *Toy Story*

= an English movie with the name of *Toy Story*

**12. I fell in love with this exciting and funny movie!** 我爱上了这部既令人兴奋又有趣的电影！

fall in love with 意为“爱上（某人或某物）”表示动作。与其意思相近的短语是 be in love with, 表示一种状态，可以与表示一段时间的状态连用。例如：

My parents fell in love with each other after working together for many years.

我的父母在一起工作了多年后，相爱了。

My parents have been in love with each other for more than 30 years.

我的父母已经相爱超过30年了。

**13. So I began to watch other English movies, too.** 因此我也开始看其他的英文电影了。

### 【辨析】

one...the other..., other, others, the others 与 another。

(1) one...the other...表示两者中的“一个……另一个”，是特指。例如：

I have two sisters. One is a doctor, and the other is a teacher. 我有两个姐姐，一个是医生，另一个是老师。

(2) other 后接可数名词复数形式, 表示“其他的”。例如:

We study Chinese, English, math and other subjects. 我们学习语文、英语、数学和其他学科。

(3) others & the others. others 表示泛指; the others 表示特指, 表示在一个范围内的“其他的人或物”。例如:

You should think of others. 你应该为他人着想。

There are 38 students in our class. 18 of us are girls, and the others are boys.

我们班有 38 名学生。18 名是女生, 其余的是男生。

(4) another 泛指三者或三者以上中的另一个, 其后可接单数名词, 表示“又一”“再一”。例如:

This sweater is too small for me. Show me another one, please.

这件毛衣对我来说太小了, 请给我拿另一件。

**14. Although I could not understand everything the characters said, their body language and the expressions on their faces helped me to get the meaning.** 虽然我不能明白剧中角色所说的一切, 但他们的肢体语言和脸上的表情帮助我理解了他们的意思。

expression 此处作可数名词, 意为“表情, 神色”。例如:

There was an upset expression on her face. 她的脸上流露出难过的神色。

expression 作名词时, 还可意为“表示; 表达方式”。例如:

I sent my teachers cards as an expression of thanks. 我给老师们送去了卡片表示感谢。

**15. I discovered that listening to something interesting is the secret to language learning.** 我发现听有趣的事情是语言学习的秘诀。

(1) discover 及物动词, 意为“发现; 发觉”。discovery 名词, 意为“发现, 发现物”, discoverer 名词, 意为“发现者”。例如:

Surprisingly, they discovered my secret. 他们居然发现了我的秘密。

(2) 动名词(短语)作主语, 本句是一个复合句, that 引导宾语从句。在宾语从句中, listening to something interesting 是动名词短语, 作主语。单个动名词(短语)作主语时, 谓语动词用单数形式。例如:

Playing computer games too much is bad for your study. 打游戏太入迷对学习有害。

(3) something interesting 意为“有趣的事情”。something 是不定代词, interesting 是形容词, 当形容词修饰 something, anything, nothing 等复合不定代词时, 形容词要放在复合不定代词的后面。例如:

Do you have anything important to tell me? 你就没有什么要紧事儿跟我说?

The doctor said there was nothing wrong with my head. 医生说我的脑子没毛病。

#### ★进阶层

(1) 一般情况下, 由 some 构成的复合不定代词用于肯定句中; 由 any 构成的复合不定代词用于否定句或疑问句中。但在表示建议、请求或希望对方做出肯定回答时, 仍然用 some 构成复合不定代词。例如:

Would you like something to drink? 你要喝点儿什么吗?

(2) 不定代词作主语时, 谓语动词要用第三人称单数。例如:

There is something deep inside my heart. 我心里藏着一个秘密。

**16. But because I wanted to understand the story, I looked them up in a dictionary.** 但因为我想了解这个故事, 所以我在词典中查阅了它们。

look up 意为“(在词典、参考书或通过电脑)查阅”, 是“动词+副词”型短语, 宾语若是人称代词, 人称代词放在 look 与 up 中间, 宾语若是名词, 名词则放于 look 与 up 中间或 up 之后均可。例如:

If you want to know the meaning of this word, please look it up in the dictionary.

如果你想知道这个单词的意思, 你可以查字典。

#### ★进阶层

look up 还可意为“抬头看”。例如:

Mary looked up at the sky and smiled happily. 玛丽抬头看着天，开心地笑了起来。

**17. By listening to a tape and repeating out loud.** 通过听磁带并大声重复出来。

repeat 此处用作不及物动词，意为“重复”。例如：

“I miss my son,” his parents kept repeating. “我想我儿子了，”他爸妈一直念叨。

★进阶层

repeat 还可用作及物动词，意为“重复；重做”。例如：

Please repeat your question. I didn't get it. 请重复一遍你的问题，我没听懂。

**18. By taking notes, doing exercises and reading a lot.** 通过记笔记、做练习和大量的阅读。

take notes 意为“记笔记；做记录”。note 此处用作可数名词，意为“笔记；记录”。例如：

Taking notes is one of the secrets to learning well. 认真做笔记是成绩优秀的秘诀之一。

★进阶层

note 用作及物动词，意为“注意；指出；记录；记下”。例如：

Please note how he answers the question. 请注意看他如何答题的。

I noted down the speech. 我记下了演讲的内容。

**19. I usually practice my English by taking notes/reading books and newspapers/speaking English with my classmates/memorizing sentence patterns.** 我通常通过记笔记/读书和报纸/和同学说英语/记句型来练习英语。

memorize 及物动词，意为“记忆；记住”。例如：

I can't memorize the spelling of these words. 我记不住那些单词拼写。

★进阶层

memorize 的名词形式是 memory，意为“记忆力；回忆”。例如：

The past two years in Tianfu No. 7 High School gave us many happy memories. 过去两年在天府第七中学的生活，带给了我们很多愉快的回忆。

### 1.3.2 语法专项突破——“by+动词-ing”表方式、方法

方式状语“by+动词-ing 形式”在句子中作状语，表示方式、手段、方法等，by 在此结构中有“通过，借助，用（某种方式或方法）”等含义。此外，“by+动词-ing 形式”常用来回答 how 引导的特殊疑问句。例如：

—How do you learn English? 你是怎样学习英语的？

—I learn by listening to English songs. 我通过听英文歌学习。

★进阶层

1. “by+表示交通工具的名词（by 后不加冠词）”意为“乘/驾/坐……”。

该知识点常出现于中考听力题中，如 2021 年成都中考、2020 年成都市武侯区二诊、2020 年成都市青羊区二诊、2020 年成都市成华区二诊等。例如：

I went to Tianfu No. 7 High School by subway. 我坐地铁去天府第七中学。

2. “by+时间”意为“不迟于；在……之前”。例如：

We must be in bed by 9:50 p.m. in Tianfu No. 7 High School. 在天府第七中学，我们必须在 9:50 之前睡觉。

3. “by+地点”意为“在……旁边”。例如：

Jackie sat by the swimming pool. 杰基坐在游泳池边。

【辨析】

by, with 与 in 用法区别（详见表 1-3）。

表 1-3 by, with 与 in 用法区别

单 词	用 法	例 句
by	表示方式、方法	He improved his English by listening to English songs. 他通过听英文歌曲提高了英语。
with	表示使用某种工具、身体部位等	Write with a pen. 用笔写字。
in	表示用某种语言、材料等	They always talk in Chinese. 他们总是用中文交谈。 She is writing in ink. 她正在用钢笔写字。



**专项练习**

- ( ) 1. —How do you study for an English test?  
—\_\_\_\_\_working in groups.  
A. By                                      B. With                                      C. On
- ( ) 2. Seven is going to the airport\_\_\_\_\_subway.  
A. in    B. by    C. with
- ( ) 3. A teacher stood\_\_\_\_\_window, watching the students playing games on the playground.  
A. past                                        B. through                                      C. by
- ( ) 4. Daniel spent his free time by \_\_\_\_\_with his pets.  
A. play                                        B. playing                                      C. plays
- ( ) 5. —\_\_\_\_\_do you prepare for the coming exam?  
—\_\_\_\_\_reviewing what I have learned in class.  
A. What; In                                      B. Where; On                                      C. How; By
- ( ) 6. ( 2020 年成都市高新区二诊 ) \_\_\_\_\_ standing for people’s values, beliefs and customs, they allow us to identify with others with similar backgrounds and feel a sense of being like a whole family.  
A. For    B. By    C. With

1.3.3 Section B 知识要点

**1. I can’t always understand spoken English.** 我并不总是能听懂英语口语。

not always 意为“不一定总是；未必总是”。当 not 与 both, always, all, everyone, everything 等词连用时，表示部分否定。例如：

Those who have a lot of power are not always happy. 那些拥有许多权利的人不一定总是幸福。  
Not all the people like Peking Opera. 并非人人都喜欢京剧。

**2. I don’t know how to increase my reading speed.** 我不知道如何提高我的阅读速度。

how to increase my reading speed 是“疑问词+动词不定式”结构，在句中作 know 的宾语。英语中，疑问代词 what, who, which 和疑问副词 where, when, how 等后面可接动词不定式，这种结构在句中可作主语、宾语、表语等成分。此结构作宾语时，常与动词 know, tell, wonder, ask, show, teach, learn, decide 等连用。例如：

Such exciting games! I can’t decide which to watch. 这些比赛太精彩了，我都不知道该看哪个。  
“疑问词+动词不定式”结构作主语时，谓语动词用单数形式。例如：

How to improve my physics is a big problem. 如何提高我的物理成绩是一个大问题。

increase 此处用作及物动词，它也可用作不及物动词，意为“增加；增长”。例如：

Studying at Tianfu No. 7 High School not only increases my knowledge, but also brings me much happiness.



在天府第七中学的学习生活不仅能增长我的知识，而且带给了我很多快乐。

The population of China is not increasing as quickly as the experts expected.

中国人口的增长速度并未如专家预期的那样快。

### ★进阶层

(1) increase 的常用短语：increase to 意为“增加到”；increase by 意为“增加了”。例如：

The population of this area will increase to 1,000,000. 这个地区的人口将增加到 100 万。

The price of the car increased by 10% because of the shortage of chips. 汽车的价格因为芯片短缺上涨了 10%。

(2) increase 还可用作名词，意为“增加；增大”。例如：

Homelessness is on the increase because of the war in Syria. 因为战争，越来越多的叙利亚人民无家可归。

(3) speed 此处用作名词，意为“速度”。常用搭配有：at high/low speed 意为“以高/低速”；at the speed of...意为“以……的速度”。例如：

The Delta variant of coronavirus spreads at high speed. 德尔塔变异毒株传播速度很快。

The technology is improving at the speed of light. 科技正以迅猛的速度发展。

**3. I often make mistakes in grammar.** 我经常在语法方面犯错误。

“在某方面犯错误”用 make mistakes in/make a mistake in...。例如：

I tried to make fewer mistakes in spelling. 我试着少犯点拼写错误。

**4. He can't get the pronunciation right.** 他不能使发音正确。

get...right 意为“使……正确，纠正……”，这里的 get 为使役动词，right 是形容词，作宾语补足语。

“get+宾语+宾语补足”结构表示“使某人/某物处于某种状态或位置”。例如：

The work gets everyone excited. (形容词作宾语补足语) 这项工作使大家很兴奋。

Can you get the machine started? (过去分词作宾语补足语) 你能让这个机器运转起来吗?

Can you get the car running all the time? (现在分词作宾语补足语) 你能让车一直运行吗?

**5. I don't have a partner to practice English with.** 我没有一起练习英语的同伴。

动词不定式短语作后置定语。本句中动词不定式短语 to practice English with 作后置定语，修饰 a partner。被修饰词 a partner 作介词 with 的宾语，故此处的 with 不可省略。例如：

The poor man has no place to live in. 这个可怜的人找不到住的地方。

I want nobody to talk with. 我不想和任何人讲话。

**6. Everyone is born with the ability to learn.** 每个人天生都具有学习的能力。

be born with 意为“天生具有”，常指生来就具有某种天分、性格或患有某种疾病等。例如：

She was born with a talent for math. 她生来极具数学天赋。

### ★进阶层

(1) be born 意为“出生；出世”，为被动语态，be 动词通常用 was 或 were。例如：

He was born in Chengdu on October 1<sup>st</sup>, 2001. 他于 2001 年 10 月 1 日在成都出生。

(2) born 用作形容词时，意为“天生的”，通常置于名词前作定语。例如：

He is a born singer. 他是个天生的歌者。

(3) the ability to do sth. 意为“做某事的能力”，其中，ability 意为“能力；才能”。

have the ability in doing sth. 意为“有能力做某事”。例如：

He has the ability to talk with others in English freely. 他能够自如地用英语与他人交流。

He has great ability in talking with others. 他非常善于与人交流。

**7. But whether or not you can do this well depends on your learning habits.** 但是你是否能把这做好取决于你的学习习惯。

(1) 主语从句。此句中 *whether or not you can do this well* 是一个从句，作整个句子的主语，这种从句叫主语从句。单个主语从句作主语时，谓语动词用单数。例如：

*Whether the epidemic can be under control depends on everyone.* 疫情能否得到控制取决于每一个人。

(2) *whether or not* 是英语从句的一个连词结构，意思和功能相当于 *whether*，意为“是否”，常出现在宾语从句、主语从句中。*whether or not* 也可写作 *whether...or not, or not* 放在句末。例如：

*I don't know whether or not I should talk to him.*

=*I don't know whether I should talk to him or not.* 我不知道该不该跟他交谈。

(3) *depend on* 意为“视……而定；依靠；依赖”，其后可接名词、代词、动词-ing 形式。它既不能用于进行时态，也不能用于被动语态。例如：

*Your grades depend on your hard work. So keep trying!* 你的成绩取决于你的努力程度。所以，继续加油吧！

**8. Research shows that successful learners have some good habits in common.** 研究表明，成功的学习者有一些共同的好习惯。

*have...in common (with sb./sth.)* 意为“(与某人/某物)有共同点；有相同之处”。例如：

*Learning English and learning Chinese have much/many things/a lot in common.* 英语和语文学习有很多相通的地方。

*She has nothing in common with her father.* 她一点儿都不像她父亲。

**9. creating an interest in what they learn** 建立他们对所学内容的兴趣

#### 【辨析】

*create, discover* 与 *invent* 用法区别 (详见表 1-4)。

表 1-4 *create, discover* 与 *invent* 用法区别

单 词	含 义	用 法
<i>create</i>	创造；创建	产生的新东西往往是精神上的（如艺术、文学作品中的人物）
<i>discover</i>	发现	第一次发现本来已经存在的事物
<i>invent</i>	发明	发明的对象是以前没有的东西

*Shakespeare created many famous characters.* 莎士比亚创造了许多著名的角色。

*Scientists are working to discover a cure for COVID-19.* 科学家正在努力寻找治愈新冠的方法。

*The phone was invented by Bell.* 贝尔发明了电话。

**10. Studies show that if you are interested in something, your brain is more active and it is also easier for you to pay attention to it for a long time.** 研究表明，如果你对某事感兴趣，你的大脑就会更活跃，你也更容易长时间关注它。

(1) *active* 用作形容词，意为“活跃的；积极的”。常用短语：*take an active part in sth.* 意为“积极参与某事”。例如：

*Students are encouraged to be active learners.* 鼓励学生积极思考。

*Everyone should take an active part in fighting against the virus.* 每个人都应该积极参与抗疫。

(2) *pay attention to* 意为“注意；关注”，其中 *to* 为介词，其后可跟名词、代词或动词-ing 形式。例如：

*Please pay attention to your tone when you speak to your parents.* 跟父母交流时，请注意你说话的语气。

*You should pay more attention to improving your learning habits.* 你应该多注意提高自己的学习方法。

**11. Good learners often connect what they need to learn with something interesting.** 好的学习者常常将他们需要学习的东西与感兴趣的的东西联系起来。

(1) *connect...with* 意为“把……和……连接或联系起来”，其中 *connect* 用作及物动词，意为

“(使)连接;与……有联系”。connect 的常用短语还有: be connected with... “与……有关系”。例如:  
A railway connects Chengdu with Yibin. 成都和宜宾之间有铁路相连。  
It's said that good memory is connected with IQ. 据说好记性与智商有关。

★**进阶层**

connect 的名词形式为 connection, 意为“连接;关系”。例如:

There's a connection between age and memory. 记忆力与年龄有关系。

**12. This way they will not get bored.** 这样他们就不会感到厌倦。

(1) get bored 意为“感到厌倦/无聊”。get 此处用作连系动词,其后常接形容词作表语。例如:  
After watching this boring movie, he got bored. 在看了这个无趣的电影之后,他觉得很无聊。

(2)【**辨析**】bored 与 boring 用法区别(详见表 1-5)。

表 1-5 bored 与 boring 用法区别

单词	含义	用法
bored	形容词,意为“厌倦的;烦闷的”	作表语时句子主语通常是人
boring	形容词,意为“没趣的;令人厌倦的”	可作表语,也可作定语;通常修饰或说明物

The book is so boring. I'm bored with it. 这本书真没意思,我感到厌烦。

**13. Good learners will keep practicing what they have learned, and they are not afraid of making mistakes.** 好的学习者会不断练习他们已经学到的,而且他们不害怕犯错误。

keep doing sth. 意为“一直做某事”。例如:

As long as you keep trying, nothing is impossible! 只要永不言弃,就没有什么不可能!

★**进阶层**

keep sb. doing sth. 意为“让某人一直做某事”。例如:

Sorry to keep you waiting for such a long time. 对不起,让你久等了。

**14. They also look for ways to review what they have learned.** 他们也寻找一些方法来复习他们已学过的知识。

【**辨析**】

look for, find 与 find out 用法区别(详见表 1-6)。

表 1-6 look for, find 与 find out 用法区别

单词	含义	用法
look for	寻找(强调动作)	强调寻找的动作和过程,是有目的地寻找
find	找到,发现 (强调结果)	通常指找到或发现具体的东西,也可指偶然发现某物或某种情况,强调的是结果
find out	查明,弄清	多指通过调查/询问/研究等之后“搞明白,弄清楚”,通常含有“通过艰难曲折”之意

I could't find my keys. I've looked for them everywhere. Finally, I found them.

我找不到我的钥匙了,我四处找了之后,终于找到了。

Can you find out when the meeting starts? 你能去弄清楚会议几点开始吗?

**15. Knowledge comes from questioning.** 知识源于质疑。

(1) knowledge 不可数名词,意为“知识;学问”,可与 of/ about 连用,表示“……方面的知识”,此时 knowledge 前可与不定冠词连用。例如:

Knowledge is power. 知识就是力量。

She has a wide knowledge of history. 她在历史方面知识渊博。

(2) question 动词, 意为“表示疑问; 怀疑”; 还可表示“提问, 质询”。question sb. about sth. 意为“关于某事盘问某人”。例如:

No one questioned what they said. 没人质疑他们说的话。

**16. Everything that you learn becomes a part of you and changes you, so learn wisely and learn well.** 你学到的一切都会成为你的一部分, 并且改变你, 所以要明智地学, 还要好好地学。

wisely 用作副词, 意为“明智地; 聪明地”; 其形容词形式是 wise, 意为“聪明的; 有智慧的”; 其名词形式为 wisdom, 意为“智慧”。例如:

Choose wisely. 做明智的选择。

**17. Are you stressed out each time you have a test?** 你每次考试都会紧张吗?

be stressed out 意为“紧张; 焦虑”, 与 be nervous 同义。stressful *adj.* 意为“令人焦虑的”。例如:

I was stressed out after the stressful week. 经过紧张的一周后, 我感到非常的焦虑。

**18. Try to study and remember information bit by bit instead of waiting until the last minute to study everything at once.** 要努力学习并一点点地记住信息, 而不是直到最后一分钟才同时学习所有东西。

### 【辨析】

instead of 与 instead 用法区别 (详见表 1-7)。

表 1-7 instead of 与 instead 用法区别

单词	分类	含义	用法
instead of	介词短语	代替; 反而	其后一般可接名词、代词或动词-ing 形式
instead	副词	代替; 反而	单独使用, 位于句首或句末

She learns English by listening to songs instead of memorizing grammar rules. 她通过听歌而不是记语法规则学习英语。

He said nothing but walked away, instead. 他什么都没说, 而是直接走了。

### 1.3.4 话题写作指导

#### ◎ 写作目标

本单元话题为“谈论如何学习”, 要求能介绍学习方法、体会或针对他人学习过程中遇到的困难给出合理的建议。

写作时主要用第一人称 I/we 和第二人称 you, 在陈述自己的观点及提建议时用一般现在时, 表示祝愿及希望时可用祈使句或一般将来时。

#### ◎ 篇章结构

As a good learner, we <u>should have</u> good habits and ways of learning.	开篇点题, 照应题目。可用: sb. should do sth.
We need to get ready for our lessons before class. We should always listen carefully and take notes in class. After class, we must review what we learned <u>by reading</u> the notes and finishing our homework on time. <u>It is good for us to</u> study with a group and help each other. As a student, working hard is important. But <u>don't forget to do</u> sports and keep healthy. We should do more reading in our free time. <u>The more</u> we read, <u>the more</u> knowledge we'll get. If we have any problems, we'd better ask others for help.	展开表述, 分述作为一名好的学习者应该做的事。可用: by doing sth. 说明复习的方法 It is + <i>adj.</i> +to do sth. 说明小组学习的好处 don't forget to do sth. 说明不要只学习, 也要兼顾其他方面“the+比较级, the+比较级”句型丰富表达

I hope all these will be helpful to us.

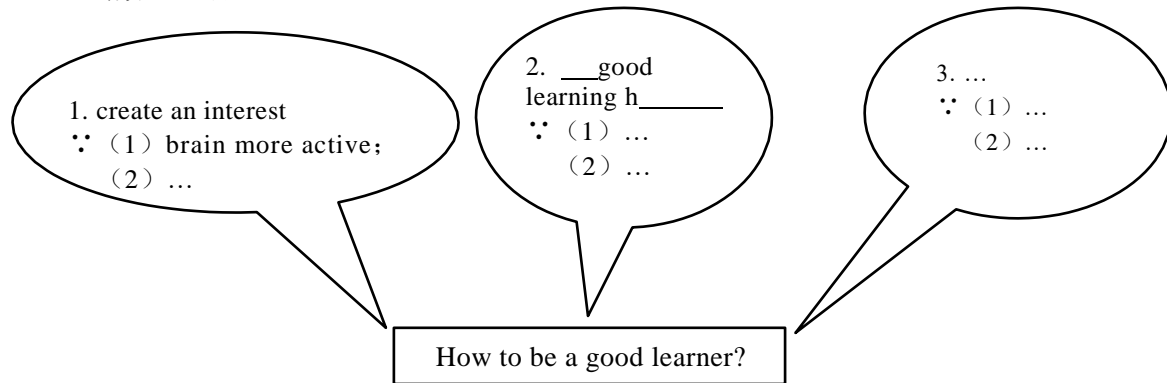
结尾表达寄语

◎ 实战演练

为了交流学习经验，提高学习效率，天府七中正在举办以“**How to be a good learner?**”为主题的征文比赛。请你踊跃投稿，介绍好的学习方法并阐明原因，同时鼓励同学们成为更好的自己。

要求：

1. 在答题卡上，填写横线中的内容。
2. 涵盖图文所有内容，语句通顺，书写规范。
3. 词数80左右。



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1.4 【分层综合练习】

1.4.1 A 卷 基础篇

一、完形填空。通读短文，根据短文内容，从 A、B、C 三个选项中选出可以填入空白处的最佳答案。

A

In the United States, Generation Z (Gen Z) makes up the largest percentage (比例) of the US population, accounting for about 26 percent. Gen Z refers to those who were   1   between mid-1990s and 2010.

Most people think the biggest   2   between Gen Z and other generations is that this generation has been using social media from a very young age.

However, a recent   3   in the US has found that 41 percent of Gen Z users believe social

media has made them feel sad, 4 or depressed. One of the reasons for this is that they are always 5 themselves with other people.

- |        |               |               |             |
|--------|---------------|---------------|-------------|
| ( ) 1. | A. born       | B. taught     | C. educated |
| ( ) 2. | A. similarity | B. difference | C. part     |
| ( ) 3. | A. textbook   | B. study      | C. talk     |
| ( ) 4. | A. nervous    | B. excited    | C. active   |
| ( ) 5. | A. comparing  | B. relating   | C. enjoying |

## B

An old man lived with his little grandson. Every day the old man got up early to read books. His grandson wanted to be just like him and tried to copy him every 6 he could.

One day the grandson asked, "Grandpa, I want to read books as you do. But I don't understand it, and I always 7 it when I close the book. What good does 8 do?" The grandpa quietly turned from putting 9 in the stove (炉子) and replied, "Take this coal (煤炭) basket down to the river and bring me a basket of water."

The boy did as his grandpa said, but all the water leaked (漏) out before he got back home. The grandfather laughed and said, "You'll have to walk more 10 next time."

The next time the boy ran faster, but the basket was still empty before he 11 home. The boy said, "See, Grandpa, it's 12 to finish the task!"

"Is it no use?" the old man said. "Look at the basket." The boy looked at the basket and for the first time 13 that the basket was different. Instead of a dirty old coal basket, it was 14 inside and out.

"My child, that's what happens when you read the book. You might not understand or remember everything, but the words will 15 you inside and out. That is the work of reading in our lives."

- |         |              |                |               |
|---------|--------------|----------------|---------------|
| ( ) 6.  | A. way       | B. note        | C. sentence   |
| ( ) 7.  | A. retell    | B. forget      | C. memorize   |
| ( ) 8.  | A. reading   | B. writing     | C. talking    |
| ( ) 9.  | A. water     | B. coal        | C. book       |
| ( ) 10. | A. carefully | B. quickly     | C. quietly    |
| ( ) 11. | A. returned  | B. left        | C. found      |
| ( ) 12. | A. difficult | B. interesting | C. impossible |
| ( ) 13. | A. believed  | B. realized    | C. stayed     |
| ( ) 14. | A. broken    | B. clean       | C. full       |
| ( ) 15. | A. create    | B. satisfy     | C. change     |

二、阅读理解。根据短文内容判断句子的正误。正确的填 A, 错误的填 B。

"Look! There is a frog in the pond!"

"Oh, I saw another one!"

Excited, Chu Qing and his teammates carefully noted the locations of the frogs they found. They were doing this not for fun, but for a citizen science project (公民科学项目).

The Shanghai Natural History Museum recently asked volunteers to look for frogs around the city and provide related data (相关数据) to researchers. The researchers hope to study how frogs move around the city so that people can better protect them.

As an electrical engineer, Chu sees this project as his "second job". "I signed up for this citizen



- A. build the city into a 15-minute city
  - B. have more parking spaces for cars
  - C. have more intersections
- ( ) 24. Mike is a seventy-year-old man. It's best for him to live in \_\_\_\_\_ now.
- A. Shanghai                      B. Paris                      C. Portland
- ( ) 25. What is true about China?
- A. Downtown Shanghai is 30 kilometers away from Zhangyan.
  - B. There are such communities for most of the locals now.
  - C. You can find such a community in others cities in China now.

**B**

Online eating shows, or Mukbang (吃播), originated in the Republic of Korea and have become popular around the world.

Many hosts of such shows become popular for their ability to eat large amounts of food. But these shows have also received criticism (批评) for their waste of food. While some hosts actually do consume (吃掉) the amount of food shown, others may be faking (假装) it.

On Aug. 12, CCTV exposed (曝光) several Chinese hosts who were pretending (假装) to eat large amounts of food while on camera, but actually later threw it away.

To stop this practice, many video and livestreaming platforms, including Douyin, Kuaishou and Bilibili, have removed videos that show food waste, and have promoted (宣传) messages to “stop food waste and eat reasonably”.

In June 2020, the United Nations warned that the world is almost facing the worst food crisis in 50 years.

According to the Food and Agriculture Organization of the United Nations, about a third of the world's food—1.3 billion tons—is wasted every year. In China alone, 50 million tons of food ends up in landfills (垃圾堆) every year, according to Beijing News.

- ( ) 26. Why do many hosts of online eating shows become popular?
- A. They originated from the Republic of Korea.
  - B. They can eat a large amount of food.
  - C. They criticize food waste.
- ( ) 27. Which is TRUE according to the passage?
- A. Some video and livestreaming platforms may still have videos about food waste.
  - B. Douyin has sent text messages to its users about stopping food waste.
  - C. There has been 50 million tons of food wasted in China by now.
- ( ) 28. Who is thinking about stopping food waste?
- a. Some TV programs.                      b. Some hosts of online eating shows.
  - c. Some UN organizations.              d. Some video and livestreaming platforms.
- A. a, b and c.              B. b, c and d.              C. a, c and d.
- ( ) 29. How do readers probably feel when reading this passage?
- A. Excited.              B. Interested.              C. Worried.
- ( ) 30. What's the best title?
- A. Popular Online Eating Shows.



- B. Food Waste—An Increasing Problem.  
C. The Disadvantages of Food Waste.

### 1.4.2 B 卷 提升篇

一、根据首字母及句意补全单词。

- Spelling and p\_\_\_\_\_ can be improved by listening to the tapes.
- I am afraid of e\_\_\_\_\_ my feelings to my parents. They may be mad at me.
- Mr. Hunt has a wide k\_\_\_\_\_ of chemistry. We all look up to him.
- In a video, a man occupied a woman's seat on the train. When she r\_\_\_\_\_ asking him to give the seat back, he was just lying lazily in it.
- COVID-19 Deaths are still i\_\_\_\_\_ in the U. S., especially in the South and West.

二、完成对话。在对话空格中填上适当的单词，使对话完整正确。一空一词（含缩写词）。

A: Li Ming, what progress you've made! It's   1   that you can improve your English in a short time. Have you discovered any   2  ?

B: To be honest, there is no such thing. I'm not talented but I just study hard and try to learn   3  . The ways of learning are important.

A: I've worked hard at English for a whole week, but I   4   to have little improvement. At times I feel like giving up.

B: You need to have the   5  . Rome was not built in one day. Two years ago, I was also weak in English. How to improve it was my biggest problem.

A: How did you solve it?

B: Later I considered it not as a problem but a   6  . There is always a way out. And I realized whether or not I can learn English well   7   on my learning habits.

A: Maybe you're right. Could you give us some specific (具体的) advice? How do you remember new words?

B: By   8   them. For example, after class, I always copy new words on pieces of paper, stick them on the walls in my bedroom or in the living room and read the words   9   whenever I see them. Once I keep them in my mind. I change new paper.

A: Sounds like a fun way.

B: Also, I always read the English words on the objects I see. This way I try   10   what I'm learning with things around.

A: Thanks a lot. I'll give a try.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

三、短文填空。从下面方框中选出 10 个单词或词组，用其适当形式填入短文空格内，使短文意思正确、通顺（每词限用一次）。

instead	popular	university	poor	say	push
one	anyway	difference	score	famous	truth

Zhong Fangrong could have chosen any college major (专业) she wanted. This girl from Hunan   1   one of the highest gaokao in the country this year. But she chose archaeology (考古), one of   2

majors in China. Her choice has led to heated discussion online.

Some people think Zhong made a 3 choice. They say she'll have a hard time finding a job. But others have supported her, 4 that people should not choose their majors based only on practical reasons.

The most popular majors nowadays seem to be practical 5 —that is, majors that will lead to lots of high-paying jobs. Majoring in arts or humanities (人文学科) seems to be discouraged (劝阻).

In the US, there are stereotypes(刻板印象) about Asian and Jewish(犹太裔的) parents 6 their kids to become doctors and lawyers, as these professions earn a lot of money. However, everyone has a different reason for picking a major. I, for instance, chose to study at the same 7 that my favorite English teacher studied at.

It is 8 that some majors, such as philosophy (哲学) and poetry, are seen as unpractical in the US.

But some students pick them 9. In fact, some students try two or even three different majors until they find the right fit.

Journalism (新闻学) was my choice in the end. Sometimes I wonder how my life might have turned out if I'd chosen 10. But so far, it seems like it was the right choice.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### 四、阅读表达。

##### A. 补全短文。根据短文内容，从短文后的选项中选出适当的选项补全短文（有多余选项）。

Many people in China enjoy watching short videos on Douyin, a video app. TikTok, the international version of Douyin, is popular among young people in other places.

1 He also said that ByteDance, the Chinese company that owns TikTok, has 45 days to make the sale, CNN reported.

The Trump administration(政府) said ByteDance uses the app to collect information from users. This could put national security (国家安全) at risk. ByteDance has refuted (驳斥) this. 2

3 This was not America's first move, which means bans on products made by Huawei, another Chinese tech company, as well.

Young TikTok users in the US are upset about the ban. 4 "I mainly post dance videos along with jokes or whatever is going on in my life," she said. Her videos have gained her over 106, 000 followers.

5 "I've seen other people who use it as a safe space," she said.

<p>A. The move comes during an ongoing trade war between China and the US.</p> <p>B. Katie Peterson, a 16-year-old girl from Florida, spends a lot of time on the app.</p> <p>C. But on Aug. 6, US President Donald Trump said that he would ban (封杀) TikTok in the US unless the app is sold to a US company.</p> <p>D. It states that the administration's real intention (意图) is to harm the company.</p> <p>E. She worries that the ban could take away an important platform (平台) for people like her.</p> <p>F. She thinks it will be a loss for everyone.</p>				
1.	2.	3.	4.	5.

##### B. 完成表格。根据下面的短文，补全表格中所缺的信息。

Many people think that English writing is difficult. Here are some great writing tips that will help you improve your writing in a short time.

Don't ramble (长篇大论). This is a very common mistake made by people who have poor writing skill. If they ramble, they are not paying attention to grammar. As a result, their sentences become very long. They may make more mistakes. If you have poor grammar, use short sentences.

Make sure your sentences are correct. Think about each sentence carefully before moving on. It's better to write a short passage that is easy to read and mistake-free than to write a long article that is filled with grammar mistakes.

Enlarge your vocabulary. If you don't have a large vocabulary, you will find it difficult to write as you can't find right words to use properly. The solution to this problem is to build your vocabulary. You can do this by reading the local newspapers daily, borrowing books from the library or watching English programs.

Don't write when you are tired. Tiredness can lead to nothing to write. If you find yourself looking at a blank piece of paper with nothing to write, don't just sit there! Take a walk or a warm shower, or simply lie down to get some rest. You'll find that you'll enjoy your writing a lot more and you can write better.

How to improve your writing		
Tips	<u>1</u>	Specific ways
Don't ramble.	They may forget about grammar when rambling. The shorter the sentences are, <u>2</u> they'll make.	Use short sentences if you have poor grammar.
Make sure to <u>3</u> .	It's better to write a short and mistake-free passage than to write a long one filled with mistakes.	Think about each sentence carefully before moving on.
Enlarge your vocabulary.	If not, you'll find it hard to find the right words to write.	<u>4</u> . Borrow books from the library or watch English programs.
Don't write when you're tired.	Tiredness can lead to nothing to write.	Take a walk or a warm shower, or simply lie down to get some rest <u>5</u> sitting there and writing nothing.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### 1.4.3 课外阅读拓展篇

#### Reading A<sup>①</sup>

##### I. Fill in the blanks according to the right forms of the words given in the box.

find	deep	two	base	similarity	shine
researcher	including	such	nature	difference	so

The sequel (续集) to the successful food **documentary** *Once Upon a Bite* (《风味人间》) was **released** on Tencent Video on April 26. It continues 1 a light on the stories and cultures behind

① 摘自《21世纪学生英文报》初二版第699期, 2020-05-18。

**mouthwatering** foods from around the world.

The eight-episode ( 八集 ) documentary was made once again by director Chen Xiaoqing and his team. This time, they spent more than one and a half years   2   25 countries and **regions** that are home to over 300 dishes.

Each episode shows how a special food or ingredient is cooked or used   3   around the world. Ingredients   4   chicken, crab ( 螃蟹 ), sugar, honey and sausages ( 香肠 ). The aim of the documentary is to help people around the world to understand the differences between food cultures in different places, Li Yong, co-director of the second season, told China. org. cn.

The   5   episode, for example, **focuses on** crab and shows how people around the world eat it. In Maryland, US, people enjoy blue crabs from the Atlantic Ocean. They take the meat and mix it with other ingredients to make meat pies. They throw away the crab cream ( 蟹膏 ), roe ( 蟹黄 ) and claws ( 爪 ). But Japanese treat crabs in a different way. They try not to waste any part of the crab and can create a dish   6   on a single part, such as crab cream.   7   to the Japanese, Chinese eat every part of the crab, but also cook it in different ways and create a lot of dishes, such as steamed ( 清蒸的 ) crabs and wine preserved crabs ( 醉蟹 ).

“Cuisines ( 饮食 ) have a close relationship with   8   things like the geographical environment,   9   resources, cultures and local eating habits,” Li said. “There are still some foods that are   10   rooted in the places they come from.”

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

**II. Choose the answer.**

- (     ) 1. From the first two paragraphs, we know that \_\_\_\_\_.
  - A. the first season of *Once Upon a Bite* was released on April 26
  - B. *Once Upon a Bite* focuses mainly on different foods
  - C. it's second time for Chen Xiaoqing to direct the documentary *Once Upon a Bite*
- (     ) 2. According to the co-director Li Yong, why do they shoot the documentary?
  - A. To introduce the delicious foods around the world.
  - B. To help people to understand the food cultures in different places.
  - C. To teach people how to cook different foods in different places.
- (     ) 3. Which one is **TRUE** about the way people eat crabs?
  - A. Chinese and Americans share the same way to eat the crab.
  - B. Japanese try to eat every part of the crab.
  - C. Chinese and Japanese cook the crab in the same way.
- (     ) 4. From the last paragraph, we **cannot** infer that \_\_\_\_\_.
  - A. the viewers will know not only the food but also the culture behind it after watching *Once Upon a Bite*
  - B. we can have a better understanding of one place by learning about the cuisines there
  - C. the foods of different places have much in common
- (     ) 5. What's the best title for the passage?
  - A. World full of bites.
  - B. The success of *Once Upon a Bite*.
  - C. The relationship between foods and cultures.

### III. Write down the meaning of the bold words according to context.

- ( ) 1. The sequel (续集) to the successful food **documentary** *Once Upon a Bite...*
- ( ) 2. The sequel (续集) to the successful food documentary *Once Upon a Bite* **was released** on Tencent Video on April 26.
- ( ) 3. It continues to shine a light on the stories and cultures behind **mouthwatering** foods from around the world.
- ( ) 4. This time, they spent more than one and a half years researching 25 countries and **regions** that are home to over 300 dishes.
- ( ) 5. The second episode, for example, **focuses on** crab and shows how people around the world eat it.

### IV. Sentence analysis.

**There are still some foods that are deeply rooted in the places they come from.**

1. 在这句话中, that 引导的是\_\_\_\_\_从句。“they come from” 前面省略了\_\_\_\_\_, 这是\_\_\_\_\_从句。
2. 句中 “are deeply rooted in” 是\_\_\_\_\_语态, rooted 的动词原形是\_\_\_\_\_。其还可以作\_\_\_\_\_; 在 pull the plant up by roots 中 “root” 译为\_\_\_\_\_; 在 Money is the root of all evil. 中 “root” 译为\_\_\_\_\_.
3. 请翻译句子。

#### 1.4.4 课外阅读拓展篇

#### Reading B<sup>①</sup>

#### I. Fill in the blanks according to the right forms of the words given in the box.

grateful	take	ability	feed	pass	complete
chase	run	simply	disappoint	exact	catch

A hunter once lost his way deep inside the jungle while 1 a deer. As hard as he tried, he could not find a way out of the jungle, nor could he find any food to eat. He started feeling so hungry that he could eat an elephant in one go. 2, he lost all hope. And that was 3 when an apple tree 4 his sight. He collected some apples 5 him for the rest of his search.

As he ate the first apple, he felt grateful for finding the tree. He thanked the jungle. He could not believe his luck when he ate the first apple, but he was 6 while eating the second apple and even less grateful after eating the fifth apple. Somehow, with each 7 apple, his hunger refused to go away and he became less happy. He couldn't enjoy his tenth apple at all.

Why? He had already 8 for granted the gift of having found an apple tree in the middle of a forest. When he took the tenth apple in his hand, he was still very hungry, but he just did not feel like eating anymore. Economics (经济学) calls this diminishing marginal utility (边际效用递减). I like to call it diminishing gratitude (感恩), or in 9 words, taking things for granted. Or let's just call it the tenth apple effect.

The tenth apple did not lack flavor (味道), nor was it 10 to end the man's hunger. The only thing lacking was his gratitude for finding food in the middle of the jungle.

① 摘自《21世纪学生英文报》初三版第638期, 2020-10-19。

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

## II. Choose the answer.

- (     ) 1. What happened to the hunter in the jungle?  
 A. He was driven into the jungle by a deer.  
 B. An apple tree stopped him.  
 C. He found some apples to eat by chance.
- (     ) 2. After eating more apples, the hunter felt \_\_\_\_\_.  
 A. more and more thankful  
 B. hungrier than he did before  
 C. less happy with each apple he ate
- (     ) 3. Which sentence can best explain the underlined phrase?  
 A. Feeling grateful for unexpected gifts.  
 B. Not being grateful for what you get.  
 C. The more things you find, the less useful they are.
- (     ) 4. What can we infer from the passage about the tenth apple?  
 A. It was not as delicious as the other apples.  
 B. It was unable to end the man's hunger.  
 C. The man lacked gratitude for the tenth apple.
- (     ) 5. Why does the writer write the passage?  
 A. To show us how to find food in the jungle.  
 B. To remind us to be grateful for what we have.  
 C. To teach us the economic knowledge in the story.

## III. Sentence analysis.

➤ As hard as he tried, he could not find a way out of the jungle, nor could he find any food to eat.

The tenth apple did not lack flavor (味道), nor was it \_\_\_\_\_ to end the man's hunger. 这两个句子当中, nor 意为\_\_\_\_\_。放在句首时要用\_\_\_\_\_语序, 起\_\_\_\_\_作用。

➤ 佳句仿写:

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## IV. Fill in the chart.

Be <u>  1  </u> for what you have	
The beginning	When the hunter was running after the deer, he couldn't <u>  2  </u> the jungle. He was full of <u>  3  </u> before he saw an apple tree. <u>  4  </u> feed himself, he began to collect some apples.
The <u>  5  </u>	He was grateful when eating the first apple. He felt <u>  6  </u> lucky <u>  6  </u> he couldn't believe it. Though <u>  7  </u> remained, his gratefulness gradually decreased as he ate more apples.
The <u>  8  </u>	He <u>  9  </u> finding an apple tree <u>  10  </u> a natural thing. This situation <u>  10  </u> diminishing marginal utility in Economics, which is also called apple effect by the writer.

The conclusion	man's <u>11</u> because of flavor <u>11</u> the ability to meet the man's hunger, but the <u>12</u> of gratitude for finding food that <u>13</u> his change of attitude to the apple.
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**V. Word collecting.**

1. 一次性\_\_\_\_\_
2. 映入眼帘\_\_\_\_\_
3. 对……感到感恩\_\_\_\_\_
4. 把……看作理所当然的\_\_\_\_\_
5. 经济学\_\_\_\_\_经济上的; 经济学的\_\_\_\_\_节约的; 划算的\_\_\_\_\_
6. 边际效应\_\_\_\_\_
7. 唯一缺失的事\_\_\_\_\_

