**9年级英语 第7课时《透过单选看语法》 学习指南**

**【学习目标】**

**1. 了解初中英语语法结构，清楚单项选择的考点内容。**

**2. 清晰掌握动词的时态构成和标志词，并能够正确初中需要掌握的六种时态。**

**3. 知道动词被动语态的构成并能够正确理解和选择。**

**4. 掌握宾语从句的三要素，并能够准确理解含有宾语从句的句子。**

**【学法指导】**

**认真阅读语法知识结构图，通过复习拓展相关语法知识，并能够自主学习薄弱的语法点。**

**【学习任务单】**

**任务一 了解语法知识结构图。**

1.名词：可数名词及其单复数、不可数名词、专有名词、名词所有格

(1) 人称代词

(2) 物主代词

2. 代词 (3) 反身代词

(4) 指示代词

(5) 不定代词

(6) 疑问代词

3. 数词：基数词、序数词

4. 介词和介词短语：时间介词、地点介词、方式介词

5. 连词

词法 6. 形容词（包括比较级和最高级）

7. 副词（包括比较级和最高级）

8. 冠词

(1) 动词的基本形式

(2) 系动词

(3) 及物动词和不及物动词

(4) 助动词

(5) 情态动词

一般现在时

一般过去时

9. 动词 一般将来时

(6) 时态 现在进行时

过去进行时

现在完成时

一般现在时

(7) 被动语态 一般过去时

一般将来时

(8) 非谓语动词

(1) 种类：陈述句、疑问句、祈使句、感叹句

主语+系动词+表语

主语+不及物动词

1. 简单句 主语+及物动词+宾语

(2) 基本句型 主语+及物动词+间接宾语+直接宾语

句法 主语+及物动词+宾语+宾语补足语

there be句型

(1)并列复合句

2. 复合句 (2)主从复合句：宾语从句、状语从句、定语从句

**任务二 宾语从句**

宾语从句专讲

( ) —Did you notice \_\_\_\_\_\_ in her office?

—Yes. She was going over our writing.

A. what was Miss Lin doing B. what Miss Lin was doing

C. what does Miss Lin do D. what Miss Lin does

宾语从句专练

( ) 1. —Alice, could you tell me London?

—Sure. Last Sunday.

A. when Mr. Smith left B. when Mr. Smith wi11 leave

C. when did Mr. Smith leave D. when will Mr. Smith leave

( ) 2. —Judy, could you tell me \_\_\_\_\_\_\_the schoolbag?

—Oh, yes. I bought it in a store on the Internet.

　 A. where did you buy 　 B. where will you buy

　 C. where you bought 　 D. where you will buy

宾语从句的灵活应用

阅读表达—2018年中考

37. What did most teachers think of the letter grading system in the 20th century?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

原文：

Why do we have letter grades? Well, part of the reason is that they made grading simpler during a time of great change for schools. As the 20th century began, growing cities and an increase in immigration led to larger school classrooms. Most teachers at that time thought this new letter grading system was an easy, fair and clear way to grade students.

**任务三 动词时态**

动词时态专讲

( ) Every morning, my father \_\_\_\_\_\_ a newspaper on his way to work.

A. buys B. bought C. is buying D. will buy

( ) I \_\_\_\_\_\_ the Great Wall many times since 2010. It’s really amazing.

A. visit B. visited C. will visit D. have visited

动词时态专练

( ) 1. Sam \_\_\_\_\_\_ with his friends every weekend.

A. skates B. is skating C. has skated D. was skating

( ) 2. —Tom, what’s your dad doing?

—He \_\_\_\_\_\_ my bike.

A. repairs B. will repair C. has repaired D. is repairing

( ) 3. Our school life \_\_\_\_\_\_ a lot since 2017. We have more activities now.

A．changes B．changed C．will change D．has changed

动词时态的灵活应用

阅读表达—2017年中考

63. How long did it take for extra names to develop into last names?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

原文：

It was 300 or 400 years before the extra （ 附加的） names gradually developed into last names, or surnames. They were passed on from generation to generation. By the 1300s, Robert, the son of William Smith, had the name Robert smith, even if he was not a blacksmith like his father. As the last name became widely accepted, the first letter was capitalized, as in Robert Smith. By the 15th century, most people of the upper and middle classes had surnames.

**任务四 被动语态**

被动语态专讲

( ) --Do you know when the 24th Winter Olympic Games \_\_\_\_\_\_?

--In 2022.

A. held B. will hold C. is held D. will be held

被动语态专练

( ) 1. My advice on how to save paper \_\_\_\_\_\_ by my class last Monday.

A. accepts B. accepted C. was accepted D. is accepted

( ) 2. A new international airport in the city next year.

A. completes B. is completed C. will complete D. will be completed

( ) 3. Today, computers are really helpful. They \_\_\_\_\_\_ everywhere.

A. use B.are used C. used D. were used

被动语态的应用

阅读理解D篇—2020期末统测

30. The word “**compromised**” in paragraph 2 probably means“\_\_\_\_\_\_”.

划出被动语态并翻译下面的长难句。

To make sure that the results were not **compromised** by foreign language words that students may have had some connection with at some point in their waking lives, researchers made up the words which cannot be found in the foreign language at all.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

划出问句中的被动语态并翻译这个问题。

31. What were the students asked to do in the study?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_