**9年级英语第18课时 学习指南**

**【学习目标】**

本节课结束时，我们能够：

1. 通过问答互动，分析句子的成分、判断句子的类型；

2. 运用“拆分和找核心”等方法，阐释长难句的意义；

3. 通过阅读实践，结合语境，发掘长难句的深刻含义。

**【学习任务单】**

**任务1、****判断句子的类型。**

1. The man is climbing the mountain.
2. I’ll help you with your English if I am free tomorrow.
3. Mother lives so far away that we hardly ever see her.
4. He not only gave us a lot of advice, but also helped us to study English.
5. I noticed that Miss Lin was going over our writing in her office.
6. Finally, the thief handed everything that he had stolen to the police.

**任务2、分析长难句的思路。**

**任务3、断句和简化。**

1. As long as the older forms of knowledge are stored somewhere in our networks, and can be found when we need them, perhaps they’re not really forgotten.

(2019年北京中考)

核心句：

1. Dr. Dadvand’ s study suggests how such structural changes could bring about the beneficial effects of green spaces on cognitive (认知的) development.

(2018北京中考阅读C篇）

核心句：

1. Although there are differences in their implications, the student who calls himself “motivated” could actually be a secret overachiever, going over the top for all his work. (2018海淀初三一模)

核心句：

1. As a result, Arkansas first started the BMI program in 2004—public schools were required to provide parents with a yearly report of their children’s body mass index (BMI), a number to show whether their weight is appropriate (合适的).

(2018东城初三一模)

核心句：

**任务4、实战练习。**

1. The study was performed among 253 schoolchildren in Spain. Lifelong exposure (接触）to green space in the living places was recorded—using the information on the children’s addresses from birth up through to the time of the study. Brain structure was studied using 3D magnetic resonance imaging (MRI). Working memory and inattentiveness (注意力不集中）were graded with computers.

(2018北京中考阅读C篇）

27．The second paragraph is mainly about \_\_\_\_\_\_.

A．how the study was performed B．what was recorded in the study

C．how long the study lasted D．who took part in the study

1. Over the past decade, an increasing stress has been placed on the importance of Science, Technology, Engineering and Mathematics (STEM) related classes in primary, middle and high school education in the U.S. The reason for this direction is well founded: research and test scores from the 1980s and 1990s showed that our students had fallen behind their international peers in all of these subject areas. Education officials, teachers and parents all felt that the situation needed to be changed, and quickly. However, in the rush to play catch-up in STEM-related areas, there's one important aspect that is being neglected (忽略): the Fine and Performing Arts, particularly drama.

30. Why did Americans start to stress STEM related classes?  
A. Because the world has moved into a tech-driven century.  
B. Because STEM classes have long been neglected in America.  
C. Because education officials prefer STEM classes to art classes.  
D. Because US students are expected to be at an advantage in these areas.