



● 新课标·高中同步·鼎尖学案（个性化学案）

新课标

# 鼎尖教案

教材教案、  
教辅教案、  
习题教案


英语

必修  
2

人教版

● 新课标·高中同步·鼎尖教案（通用型教案）

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国家新课程改革的教学观，强调教学目标的全面性和具体化，强调学习方式、教学活动方式的多样化，强调学习的选择性。要适应新课程教学改革的要求，提倡自主、探索与合作的学习方式，使学生在教师指导下主动地、富有个性和创造性地学习，就必须坚持教学模式的多样化。

教学模式的多样化是新课程实施的重要途径，也为教学模式的多样化研究提供了有利的理论和实践环境。教学模式的多样化，要求教师必须在准确把握教学目标、教学内容、师生情况、运用条件和评价体系特点的前提下，利用和发挥自身特长、体现自身特色，采用相应的教学模式。

《**鼎尖教案**》系列丛书，是依托延边教育出版社多年教案出版经验和资源优势，由近百名教辅研究专家精心策划的一套教案丛书。书中的教学案例，大都是在全国范围内广泛征集的优秀作品，是全国一线特高级教师经验智慧的结晶，代表着当前教学改革方向和最高水平，堪称精品。

丛书以“教学模式多样化”为基本原则，通过科学合理的设计，克服了以往教案类产品无法解决的教学模式单一的问题，对于推进新课程改革具有很强的指导意义，是广大教师教学的参考和帮手，其主要特点如下：

- **工具性** 突出实用性、系统性、工具性、资料性，汇集教学教案、重难点知识讲解、类题（题型）讲解、规律方法总结、知识体系构建、训练题库等内容，为教师提供融课堂教学、钻研教材、课后辅导、习题编选于一体的全息资源库。
- **选择性** 体现教学模式多样化原则，对同一知识体系的教授和解读方式，提供两种教学形式和教学思路，展示两种解决问题的方法，搭建动态开放的资源平台。教师可根据学生特点和教学习惯自由选择组合，形成多种教学模式。
- **系统性** 创新教案编写模式，内容包括教材教案、教辅教案、习题教案三个板块，为教师提供教学模式多样化的全方位系统解决之道，教师得到的不仅是新授课的教案，更有复习课、训练讲评等内容的教案。同时注重教师用书与学生用书的配套互补功能，同步推出配套学案，方便教师教学。

教学模式开发和应用的过程，是一个随着教育理论和教学实践不断发展的双向的动态的过程，在探索教学模式多样化的过程中，按照“学习—实践—评价—创新—构建”的思路，我们将不断探索和创新更多的教学模式。同时感谢在本书编写和教案征集中，为我们提供帮助和支持的广大教师，也希望有更多的人能够参与进来，与我们共同探索实现教学模式多样化的思路和办法。

## 教材教案

### 单元整体教案

教材分析  
单元目标  
教学设想  
课文翻译  
备课资料

### 单元课时教案

教学目标  
教学重点  
教学难点  
教学流程  
板书设计  
教学反思

## 教辅教案

### 课时详解

课堂导入  
探究新知  
随堂练习  
语法精讲  
语法精练

### 教材精析精练

单元话题点击  
重点难点突破  
综合技巧点拨  
高考题型探究  
课后基础练习

## 习题教案

### 同步练习

课前 10 分钟  
课堂 15 分钟

### 练测 1+1

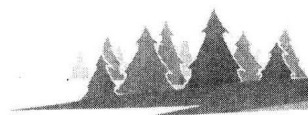
基础知识训练  
阅读能力训练  
写作能力训练

# 体例表解

主要栏目名称		栏目设计功能	栏目使用建议		
第一教案(教材教案)	单元整体教案	教材分析	整体分析本单元内容,对本单元内容形成系统的认识,引导教师有侧重地进行教学	明确教材结构及教学方法	
		单元目标			
		教学设想			
		课文翻译			
		备课资料			
	单元课时教案	教学目标	按照“单元整体教案”中“教学设想”的分析,把整个单元分为不同课时进行教授,实现教学目标	在课时讲解中,提供一套较为详尽的教学案例	
		教学重点			
		教学难点			
		教学流程			
		板书设计			
		教学反思			
第二教案(教辅教案)	课时详解	课堂导入	分课时,每个知识点按“导学”→“拓展”→“例示”的解析模式,对单词、短语、句型等进行层层解析	学生在课堂上结合使用,并配合教师的讲解完成“例示”,训练所学知识点	
		探究新知			
		随堂练习			
		语法精讲			
		语法精练			
	教材精析精练	单元话题点击	以模块为单位,分“词汇解读”“难句分析”对知识点解析,然后进行“实战”训练。选取高考真题,并就解题技巧进行知识呈现	配合学生的复习和自查,可以自主完成“实战”训练和课后基础练习等	
		重点难点突破			
		综合技巧点拨			
		高考题型探究			
		课后基础练习			
第三教案(习题教案)	同步练习	课前 10 分钟	分课时训练上课所学知识以及本课重难点	教师组织学生课堂上完成部分内容	
		课堂 15 分钟			
	练测 1+1	基础知识训练	基础部分训练词汇、短语、语法、句型;其他两部分侧重训练阅读和写作	学生课后可自主完成,或者教师选择典型题目配合教学进行讲解	
		阅读能力训练			
		写作能力训练			
	特别说明		以上只是简单介绍大体栏目轮廓,详情请参见内文		

单元综合能力训练

单元终结测试



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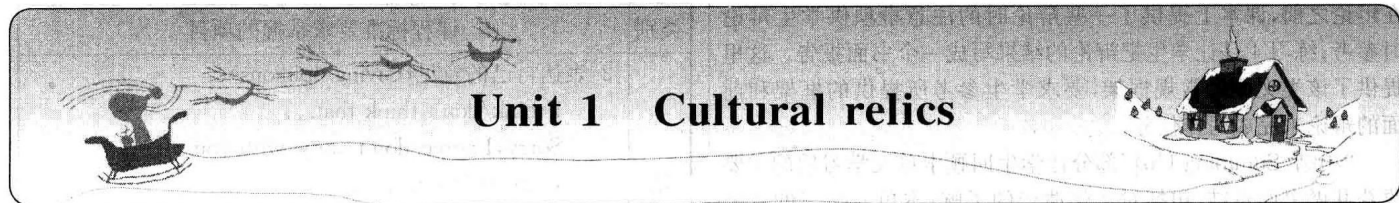
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# Unit 1 Cultural relics

## 第一教案 教材教案

### 单元整体教案

#### 教材分析

本单元的话题是“文化遗产”。内容涉及文化遗产的含义、特点、种类、归属以及如何更好地保护好文化遗产等话题。整个单元的语言知识和语言技能学习都是围绕这一主题设计和展开的。

“热身(Warming Up)”部分提出了三个问题,要求学生通过讨论对文化遗产的概念、本质特点以及基本类型等问题进行思考。目的是让学生对本单元学习的中心话题有一个比较全面的了解,为随后的学习做好准备。

“读前(Pre-reading)”部分把话题引到了琥珀上,从而为阅读部分要讲到的琥珀屋作铺垫和准备。问题1是让学生回顾自己对琥珀有哪些了解;问题2和琥珀图片可引导学生对即将阅读的内容进行预测,激活有关的背景知识,激发他们的阅读兴趣。

“阅读(Reading)”部分介绍了俄罗斯稀世珍宝“琥珀屋”的有关史实。主要内容:琥珀屋的来历和构造过程;为什么普鲁士国王把它赠给了沙皇;它是如何成为奇世珍宝的;琥珀屋在二战中的神秘失踪以及新琥珀屋的重建。通过真实有趣的内容,不仅让学习者在阅读过程中学习有关的语言知识,提高阅读理解的技能,还增加了学生对琥珀屋作为文化遗产的历史知识的认识。与此同时,教师还应该指导学生了解作者是如何叙述琥珀屋失踪的来龙去脉,从而增加对阅读文章篇章结构的理解。

“理解(Comprehending)”部分的三个练习都是基于考查学生对阅读文章的理解程度:练习1要求学生将阅读材料中的历史人物和历史事件进行连线搭配,旨在检测学生对阅读材料中某些基本事实的理解情况;练习2检测学生对文章篇章结构的理解。一篇文章中各个段落之间不是孤立存在的,作者会在每个具体段落上有主题意思的偏重,所以学生在回答问题的时候应该注意结合全篇文章,而不要断章取义。题目下面提供的五个问题是学生总结各段大意时可以参考的线索,每个问题对应一段文章。要求学生参考五个问题,用自己的话总结每段的主要思想;练习3旨在让教师使用沟通式教学法,让学生运用所学的相关知识实现课堂上学生之间和师生之间的有效互动。本练习要求学生全面理解阅读内容的基础上,对有关问题进行进一步的思考,并提出自己的看法。问题1:真的有必要重建像琥珀屋和圆明园这样的建筑吗?问题2是让学生阐述自己的理由。设计这种应用型问题目的是为学生实际运用所学语言知识提供空间。

“语言学习(Learning about Language)”部分包括“词汇学习”和“语法学习”两部分。词汇部分有三个练习:练习1要求根据词汇的英语释义,在前面阅读部分找出相应的与其对应的词,

以此来检测学生对核心词语的词义理解和词语再认;练习2要求学生用所给的十个单词填空,旨在检测学生对所学单词在不同语境中的灵活运用能力;练习3的左栏提供的是一个词典释义的例子。内容是短语动词 belong to 的三项英语释义、典型例句和用法说明。右侧的练习要求学生在理解 belong to 的三种意义和用法之后,分析判断四个句子中 belong to 的具体意义,这个练习不仅可以帮助学生增加词汇量,更重要的是希望引导学生熟悉词典等工具书的使用方法,提高学生的自主性学习和利用工具书解决问题的能力。语法部分有四个练习:练习1要求学生再次浏览课文,找出含有定语从句的句子。定语从句其实在前面的阅读篇章中学生已经有感性上的接触,本练习的设计目的是使学生进一步理解限定和非限定性定语从句的意义和形式,从而使学生对定语从句的认识更为全面;练习2要求学生观察练习1中所标出的含有定语从句的句子,目的是引导学生通过观察思考,逐步总结归纳出限定和非限定性定语从句的区别,并形成理性认识;练习3是属于对定语从句的控制性练习。通过把两个句子合并成一个较为复杂的句子的练习让学生掌握定语从句(包括限定性的和非限定性的)的用法。本题要求学生不改变句子基本意义的前提下,把各小题中所给的两个句子改写为一个包含定语从句的复合句;练习4是属于半控制性练习,比练习3放开了一些。提供半开放的句子框架,是让学生根据自己的理解灵活使用定语从句来完成句子,此练习没有固定答案,从而使得练习在某种程度上有了沟通的意义。

“语言运用(Using Language)”部分包括读与听、说、读与写三个部分。读与听部分有五个练习:练习1要求学生首先通过阅读,了解 a fact 和 an opinion 的区别;练习2要求学生阅读一个老矿工的描述,然后判断他对琥珀屋下落的叙述是事实还是一种看法;练习3要求学生再次快速阅读上面的描述,然后填写表格中的人物、时间、地点、事件等具体信息;练习4听两段关于琥珀屋的叙述,概述琥珀屋失踪的地点和经过等基本内容;练习5再听上面两段叙述,根据录音内容填写表格中缺失的具体信息。说的部分有三个练习:练习1要求两人一组,对上面两段叙述的内容进行讨论;谈谈哪一个叙述提供了更可信的证据。在此练习中,教科书中提供了一些询问别人看法和表达自己意见的功能性日常用语,可供学生讨论时使用;练习2引导学生对自己的观点进行说明,并说明根据;练习3小组讨论。小组间交流各自的观点和根据,然后选出大家认为比较好的向全班汇报。读与写部分有四个练习:练习1让学生阅读一封信。信中对应该如何处理发现文物提出了一种观点;练习2结伴讨论对信中观点的认识,并对提出的三个问题表明自己的观点,说出原因,从而为下面的班级辩论作准备;练习3组织班级辩论,最后全班投票表决。



在辩论之前,课本上提供了一些辩论时的注意事项供学生辩论时参考;练习4是让学生把辩论的结果写成一个书面报告。这里提供了该类文体的常规框架,要求学生参考所提供的框架和前面的辩论来完成写作任务。

“小结(Summing Up)”部分让学生回顾本单元学习后的主要收获并做书面总结,包括对文化遗产的了解;本单元学习的主要语言知识:重点动词、动词短语、其他常用表达方式和新出现的句子结构。

“学习建议(Learning Tip)”部分建议学生到附近的博物馆区去学习体验活动内容包括参观文物,阅读学习有关资料;进一步了解当地的历史文化等。有时间的话,可以指导学生去做兼职导游给外宾介绍当地的历史和文化。这些活动可以增进学生对家乡历史文化的感情,有利于学生把课堂内的学习与课外生活联系在一起,在实际生活中锻炼英语表达能力,真正做到学以致用。

“趣味阅读(Reading for Fun)”部分提供了英国著名诗人拜伦的一首诗歌,这首诗歌选自他的作品《哈尔德·哈洛尔德游记》。

### 单元目标

#### 知识目标

类别	课程标准要求掌握的项目
话题	cultural relics protection; famous cultural relics in China and abroad
词汇	rare valuable survive vase dynasty amaze amazing select honey design fancy style decorate jewel artist belong troop reception remove wooden doubt former worth local apart painting castle trial evidence explode entrance sailor sink maid informal debate
	in search of belong to in return at war less than take apart think highly of
功能	1. 询问别人的看法(Asking for opinions) Do/Don't you think that...? Would you consider...? Why/Why not...? Do you have any idea about...? How do you know that? Are you sure that he/she was telling the truth? What do you think? What do you think of...? What's your idea/opinion of...? What would you say...? How do you feel about...? Who do you think was...? What are your reasons for saying that?

类别	课程标准要求掌握的项目
功能	2. 表达自己的意见(Giving opinions) I think/don't think that... Sorry, I agree/don't agree with you. In my opinion... It can be proved. That can't be true. I don't believe... ,because... I think... is telling the truth because...
语法	定语从句(III) 1. 限制性定语从句(Restrictive attributive clause) In 1770 the room was completed the way she wanted. This was a time when the two countries were at war. 2. 非限制性定语从句(Non-restrictive attributive clause) This gift was the Amber Room, which was given this name because several tons of amber were used to make it.

#### 能力目标

通本单元的学习让学生能学会区别事实与观点,锻炼思维分析能力,并通过语言基础知识的学习和经过听、读、写的训练,能用英语表达自己的看法或征求别人的看法,并能动手解决实际问题。

#### 情感目标

通过学习本单元,让学生了解琥珀屋的历史,了解世界文化遗产,特别是中华民族的文化遗产,增强文化遗产保护意识,从而增强民族自豪感和对国家、对社会和对全人类的热爱。

#### 教学设想

##### 1. 教材重组

(1)从话题内容上将 Warming Up, Pre-reading, Reading, Comprehending 和 Using Language 中的文章整合在一起,设计成一节听、说、读、写课。

(2)从本单元的基础知识方面,把教材中的词汇、短语、句式合在一起,组织一节知识点的讲授课。(基础落后一点的地方可分成二节:Warming Up, Pre-reading, Reading&Comprehending 为一节, Learning about Language, Using Language, Speaking&Writing, Reading&Writing 以及 Summing Up 为一节)

(3)将限制性和非限制性定语从句合起来上一节语法课

##### 2. 课型设计与课时划分

(1)1st Period Text understanding

(2)2nd Period Language points studying(可以分成两课时)

(3)3rd Period Grammar

#### 课文翻译

##### 寻找琥珀屋

普鲁士国王威廉一世绝不可能想到他送给俄罗斯人民的厚礼会有这样一段令人惊讶的历史。这件礼物就是琥珀屋,它之所以有这个名字,是因为造这间房子用了好几吨琥珀。选出来的琥珀色彩艳丽,呈现蜂蜜一样的黄褐色。琥珀屋的设计采用了当时流

行的别致的建筑式样。它也是用金银珠宝装饰起来的珍品。一批国家最优秀的艺术家用了大约十年的时间才把它完成。

事实上,这个琥珀屋并不是作为礼物来建造的。它是为腓特烈一世的宫殿而设计(制作)的。然而,下一位普鲁士国王,腓特烈·威廉一世,这个琥珀屋的主人却决定不要它了。在1716年,他把琥珀屋送给了彼得大帝。作为回赠,沙皇则送给他一队自己最好的士兵。这样,琥珀屋就成了沙皇在圣彼得堡冬宫的一部分。这间琥珀屋长约四米,被用作接待重要来宾的小型会客室。

后来,叶卡捷琳娜二世派人把琥珀屋搬到圣彼得堡郊外地避暑的宫殿中。她叫她的工匠在原来设计的基础上增添了更多精细的装饰。1770年,这间琥珀屋按照她的要求完成了。将近600支蜡烛照亮了这个房间,里面的镜子和图画就像金子一样闪闪发光。可悲的是,尽管琥珀屋被认为是世界上的一大奇迹之一,可是现在它却消失了。

1941年9月,纳粹德国的军队逼近圣彼得堡。这是在两国交战的时期。在纳粹分子到达夏宫之前,俄罗斯人只能把琥珀屋里的一些家具和小件艺术饰品搬走。可是琥珀屋本身却被一些纳粹分子偷偷地运走了。在不到两天的时间里,10万个部件装上火车运往哥尼斯堡,当时德国在波罗的海边的一个城市。从那以后,琥珀屋的去处便成一个谜。

近来,俄罗斯人和德国人已经在夏宫建起一个新的琥珀屋,通过研究琥珀屋原来的照片,他们建造的新琥珀屋样子和旧的看起来非常像。2003年春,圣彼得堡人民就用它来庆祝该市建成300周年。

### 事实还是看法?

什么是事实?是不是人们所相信的就是事实呢?不是。事实是可以证实的信息。举例来说,中国人口比世界上任何其他国家的人口都多,这是可以得到证实的。

那么,什么是看法呢?看法是人们相信是真实的但是未经证实。因此在审判中,看法不是强有力的证据。举例来说,如果你说:“猫作为宠物比狗好。”这就是看法,这个看法可能是正确的,但是它难以被证实。有些人可能不同意这种看法,但是他们也不能证明他们是正确的。

在审判中,法官必须断定哪些证人可以相信,哪些证人不能相信,在哪儿工作。他们关心的只是目击者是否提供了真实的信息,这些信息必须是事实而不是个人观点或看法。这种信息就叫做证据。

### 备课资料

2004年6月28日至7月7日,第28届世界遗产大会在中国苏州举行,它是本年度世界遗产保护领域最为重大的事件。会议呼吁国际社会和世界各国要更加重视青年人的世界遗产保护教育。

In China, six cities are working together to preserve The

Butterfly Lovers story which came from a tale of the 4th century. The story has been adapted to operas, movies and TV plays and a modern concert has now been composed based on it. Each of the six cities claims the story belongs to it, along with cultural relics. In Ningbo they have dug a 1,600-year-old tomb which may contain the male hero of the story. The six cities all believe that with UNESCO's (United Nations Educational, Scientific & Cultural Organisation) support, hundreds of years of China's history can be preserved for the future.

UNESCO has a list of 788 heritage sites in 134 countries and regions of the world. The list contains works of genius; sites of architectural influence; examples of unique customs or of wonderful ecological development; natural habitats of endangered species; sites of special beauty. UNESCO agreed on their preservation.

Thirty-two of the sites are considered to be in such danger that they receive special attention and international help. At a recent meeting in Suzhou, three were removed from the list. They included the splendid temples of Angkor Wat(吴哥窟) in Cambodia, one of the wonders of the oriental world. They contain the remains of Khmer capitals from the 9th to the 15th century. The Khmer master builders had built the most remarkable architecture and delicate carvings that Southeast Asia had ever seen. Angkor Wat was central to a rich and complex empire whose art and architecture was almost similar to that of Ancient Greece and Rome. In 1860, a French explorer stumbled on the temples hidden by jungle and forest. Angkor Wat became known as the "Lost City".

For years the temples' existence was threatened by land-mines, unlawful digging, robbers and serious decay and damage from tree roots and water. Today the central temple and over a hundred nearby form one of the world's largest archaeological sites. Through extraordinary efforts they are now no longer on UNESCO's Danger List.

We lie on one earth, but in many worlds, and it is important to understand and preserve each other's history.

1. What does the writer mean by "but in many worlds, and it is important to understand and preserve each other's history?"

2. With what purpose does the writer mention "The Butterfly Lovers Story" in the first paragraph?

3. For the sake of the preservation of cultural relics, what shall we do?



## 单元课时教案



### 第1课时

#### 教学目标

1. Text understanding
2. To improve the students' abilities in solving problems.

#### 教学过程

##### I. Lead-in

1. Introduction (To let the students know what is cultural relics) Cultural relics are physical reminders of what different peoples used in the past whether they are buildings or personal

items. Without these relics, we could not understand cultural traditions as much or appreciate the lives of the people who lived at that time. Although we may not often consider it, cultural relics help us understand what life was like in the past. For these reasons, this unit describes cultural relics not only from China but also from other places. Each kind of relic preserves some aspect of its cultural heritage and each relic is a unique cultural expression and contribution to understanding the culture that made it.

2. If you want to know more about cultural relics, let's come to the reading part of this unit.

II. Fast-reading (To improve the students' abilities in making conclusions).

1. What's the main idea of Passage 1? (within 15 words)

Suggested answer: The history of the Amber Room 或 A brief introduction to the Amber Room.

2. In passage two, what is a fact, and what happened to the Amber Room? (within 20 words)

Suggested answers:

A fact is anything that can be proved.

The Amber Room was buried in the mine.

III. Comprehending (To improve the students' abilities in catching details)

(1) Join the correct parts of the sentences together according to Passage 1.

- |                             |  |
|-----------------------------|--|
| 1. Frederick I              | A stole the Amber Room.  |
| 2. Frederick William I      | B sent a troop of his best soldiers to the King of Prussia.      |
| 3. Peter the Great          | C had the Amber Room made.                                       |
| 4. Catherine II             | D had it moved outside S. Petersburg.                            |
| 5. The Nazi army            | E gave it to the Czar as a gift.                                 |
| 6. The Russians and Germans | F built a new Amber Room after studying pictures of the old one. |

Suggested answers: 1. C 2. E 3. B 4. D 5. A 6. F

2. Fill in the table according to Passage 2

Name		Job	
Place		Time	
What he heard			
What he saw			
What he believes			

Suggested answers:

Name	Jan Hasek	Job	A miner
Place	Czech Republic	Time	April, 1945
What he heard	Something exploded at midnight.		
What he saw	1. Some German soldiers put wooden boxes in the mine. 2. The entrance to the mine was closed.		
What he believes	The Amber Room and some gold were buried in the mine.		

IV. Deep-reading (To improve the students' understanding)

1. Which sentence in Passage 1 can take the place of the sentence below?

But the next King of Prussia who owned the Amber Room decided to give it away.

Suggested answers:

However, the next King of Prussia, Frederick William I, to whom the Amber Room belonged, decided not keep it.

2. Which word or phrase can take the place of "in return" in Passage 1 Para 2? (within 10 words)

Suggested answers: in reward

3. Translate the following sentences into Chinese.

(1) A cultural relic is something that has survived for a long time, often a part of something old that has remained when the rest of it has been destroyed.

(2) The judge cares whether the eyewitness has given useful information, which must be facts, rather than opinion.

Suggested answers:

(1) 文物就是一些存在了很长时间的东 西, 通常是保存下来的古老东西的一部分, 而它的剩余部分已经被破坏了。

(2) 法官考虑的是目击者是否提供了有用的信息, 它必须是事实, 而不是看法。

4. Why do you think countries want to make friends with each other by giving gifts? (within 30 words)

Suggested answer: Because they do not want to fight with each other. (The answer can also be in other way.)

V. Summary: rewriting the passage

Suggested answer:

The Amber Room was a room designed in a fancy style using beautiful yellow-brown colour amber. Prussia's best artists took about 10 years to make it and gave it to Frederick William I as a gift. But he exchanged it for a troop of soldiers with Czar, who once used it as a small reception hall. She had her artists add some details to it, and it became one of the wonders of the world. But during the war time with Nazi in 1940s, some of it was missing. Until recently for celebrating the 300th birthday of Petersburg a new but the same as the old Amber Room was built by the Russians and Germans.

板书设计

- I. Lead-in
- II. Fast-reading
- III. Comprehending
- IV. Deep-reading
- V. Summary



**教学反思**

在教学过程中,教师可根据自己的教学实际适当添加听力。

**备课资料**

The cultural relics of China in the world heritage site list

1. Mount Tai(泰山), listed as a world cultural and natural site, 1987
2. The Great Wall(长城), cultural site, 1987
3. The Imperial Palace of the Ming and Qing Dynasties in Beijing and Shenyang(北京故宫、沈阳故宫), cultural site, 1987, 2004
4. The Mogao Caves(敦煌莫高窟), cultural site, 1987
5. The Mausoleum of the First Qin Emperor and the Terracotta Warriors(秦始皇陵及兵马俑坑), cultural site, 1987
6. The Peking Man Site at Zhoukoudian(周口店北京猿人遗址), cultural site, 1987
7. Mount Huangshan(黄山), cultural and natural site, 1990
8. The Jiuzhaigou Valley Scenic and Historic Interest Area(九寨沟风景名胜区), natural site, 1992
9. The Huanglong Scenic and Historic Interest Area(黄龙风景名胜), natural site, 1992
10. The Wulingyuan Scenic and Historic Interest Area(武陵源风景名胜区), natural site, 1992
11. The Mountain Resort and its Outline Temple, Chengde(河北承德避暑山庄及周围寺庙), cultural site, 1994
12. The Temple and Cemetery of Confucius and the Kong Family Mansion in Qufu(曲阜孔庙、孔林、孔府), cultural site, 1994
13. The Ancient Building Complex in the Wudang Mountains(武当山古建筑群), cultural site, 1994
14. Historic Ensemble of the Potala Palace, Lhasa(西藏布达拉宫), cultural site, 1994
15. The Lushan National Park(庐山), cultural site, 1996
16. Mount Emei and the Leshan Giant Buddha Scenic Area(峨眉山—乐山大佛风景名胜区), cultural and natural site, 1996
17. The Ancient City of Pingyao(平遥古城), cultural site, 1997
18. The Classical Gardens of Suzhou(苏州园林), cultural site, 1997
19. The Old Town of Lijiang(丽江古城), cultural site, 1997
20. The Summer Palace(颐和园), cultural site, 1998
21. The Temple of heaven; an Imperial Sacrificial Altar in Beijing(天坛), cultural site, 1998
22. Dazu Rock Carvings(大足石刻), cultural site, 1999
23. Mount Wuyi(武夷山), cultural and natural site, 1999
24. Mount Qingcheng and the Dujiangyan Irrigation System(青城山—都江堰), cultural site, 2000
25. Ancient Villages in Southern Anhui-Xidi and Hongcun(安徽古村落—西递、宏村), cultural site, 2000
26. Longmen Grottoes(龙门石窟), cultural site, 2000
27. Imperial Tombs of the Ming and Qing Dynasties(明清皇家陵寝), cultural site, 2000
28. Yungang Grottoes(云冈石窟), cultural site, 2001

29. Three Parallel Rivers of Yunnan Protected Areas(三江并流), natural site, 2003

30. Capital cities and Tombs of the Ancient Koguryo Kingdom(高句丽的王城、王陵和贵族墓葬), cultural site, 2004

**第2课时**

**教学目标**

1. Words: survive imagine wonder doubt remain match prove consider
2. Phrases: be used to in return at war pick up see sb doing rather than so that think highly of add...to
3. Sentence structures: could have done have sth done This is/was a time when... It is/was+adj. +to do sth
4. Grammar: 否定词置于句前,引起倒装;定语从句。

**教学过程**

I. Check the useful words and phrases above.

II. Lead-in

According to the content of last lesson teacher can ask:

What's the main idea of the reading passage?

(The history of the Amber Room)

Then come to the language points.

III. Language points studying

1. survive *vt.* & *vi.*

(1) *vi.* continue to live or exist 继续生存或存在

Few survived after the flood.

洪水后生还者极少。

The custom still survives.

这种风俗习惯还保存着。

(2) *vt.* continue to live or exist in spite of nearly being killed

or destroyed 幸存;幸免于

He survived the shipwreck.

在这次沉船事件中他幸免于难。

The plants may not survive the frost.

这些植物不经冻。

The house survived the storm.

经过暴风雨袭击,这所房屋并未倒塌。

(3) *vt.* remain alive after sb 比某人长命

He survived his wife for many years.

他比妻子多活好多年。

**【拓展】** survivor *n.* person or thing that has survived 幸存者;逃生者;残存物

survival *n.* (1) state of continuing to live or exist 幸存,残存,生存

(2) person, thing, custom, belief, etc. that has survived from an earlier time 遗老,遗习,旧风俗,旧思想

2. imagine *vt.* 想象,设想 ⇒ imagine +  $\left. \begin{array}{l} n. / pron. \\ -ing \\ \text{that 从句/wh-从句} \\ \text{复合宾语} \end{array} \right\}$

Can you imagine life without electricity?

I can hardly imagine Peter sailing across the Atlantic Ocean in 5 days.



Can you imagine that he left without even a word?  
Please imagine yourself(to be) in his place.

【拓展】 n. imagination 想象力, 想象

3. wonder

(1) n. 奇迹, 奇人/事  
(c. n.), 惊奇(u. n.) →  $\begin{cases} \text{It's a wonder(that)... 奇怪的是.....} \\ \text{(It's)No/Little wonder that... 难} \\ \text{怪..... in wonder 惊奇地} \end{cases}$

Everyone says that child is a wonder.

He looked at her in wonder.

No wonder that he didn't want to go.

(2) v. 不知道, 想知道, 感到惊奇/疑惑

I wonder why he came.

4. doubt

(1) vt. 怀疑/疑惑 →  $\text{doubt} + \begin{cases} \text{that 从句(否定句)} \\ \text{whether/if 从句(肯定句)} \\ \text{sth} \end{cases}$

(2) n. 怀疑/疑惑 →  $\begin{cases} \text{There's no doubt that... 毫无疑问.....} \\ \text{sb have no doubt that... 某人对.....} \\ \text{毫无疑问.....} \end{cases}$

There is no doubt that he is honest.

I have no doubt that we shall be able to do something for you.

5. remain vi. (usually not used the continuous tenses 通常不用于进行时态)

(1) be left or still present after other parts have been removed or used or dealt with 剩下; 剩余

After the fire, very little remained of my house.

火灾过后, 寒舍所剩无几。

If you take 3 from 8, 5 remains. 8 减 3 剩 5。

(2) be left to be seen, done, said, etc. 留待以后去看、去做、去说等。

It remains to be seen whether you are right.

你是否正确, 以后可见分晓。

Much remains to be done.

要做的事情还很多。

(3) stay in the same place; stay behind 停留, 逗留, 留下

I remained in London until May.

我在伦敦一直待到五月。

She left, but I remained(behind).

她走了, 我没走。

(4) continue to be; stay in the same condition 仍然是, 保持不变

We should remain modest and prudent.

我们应该保持谦虚谨慎。

Let things remain as they are.

保持现状吧。

【辨析】 remain 与 stay

remain 和 stay 都指“继续停留”或“继续保持某状态、关系或行动”, 两者常可互换。

remain 强调“继续停留于一处或保持原状态、情况性质不变”。

This place remains cool all summer.

这个地方整个夏天都凉爽。

stay 强调“某人或某物继续留在原地而不离开”。

He stayed to see the end of the game.

他一直待在比赛结束。

6. match

(1) vt.

① 相配, 和.....相配 → match sth (= go with sth)

② 和.....匹敌, 是.....对手 → match sb in...

③ 和.....较量 → match sb/sth against sth

(2) c. n. 比赛; 火柴; 对手

→  $\begin{cases} \text{a match for... 与.....相匹配} \\ \text{meet one's match 棋逢对手} \end{cases}$

(3) 辨析: match, suit 与 fit

match 多指色调、形成性质等方面的搭配。

suit 多指合乎需要、口味、性质、条件、地位、款式、时间、场所等方面的适合。

fit 多指大小、尺寸、形状方面的适合, 引申为吻合。

7. prove

(1) vt. 证明, 证实 →  $\text{prove} + \begin{cases} \text{sth} \\ \text{that 从句} \\ \text{sth to sb} \end{cases}$

No one can prove his honesty.

This experiment proved that his theory was wrong.

He tried to prove his idea to others.

(2) link-v. 证明是 → ... proves/proved(to be) +  $\begin{cases} \text{adj.} \\ \text{n.} \end{cases}$

All his efforts proved a failure.

He proves to be an honest man.

8. consider vt.

(1) 考虑 →  $\text{consider} + \begin{cases} \text{n.} \\ \text{-ing} \\ \text{wh- + to do} \end{cases}$

We are considering your plan now.

We'll consider what to do next.

(2) v. 认为 →  $\text{consider} + \begin{cases} \text{sb/sth(to be) + n./adj.} \\ \text{it + adj./n. + to do/that 从句} \\ \text{sb/sth as + n.} \end{cases}$

We all consider him(to be) an honest man/honest.

We'll consider it best to be on guard.

Tom considers his father as a friend of his.

IV. Phrase study

1.  $\begin{cases} \text{be used to} \\ \text{get used to} \end{cases} > + \text{n.} / -\text{ing}$  习惯于(干)某事

【拓展】  $\begin{cases} \text{be used to do sth 被用来干某事} \\ \text{used to do 过去常常干.....(暗含现在不干了)} \\ \text{be used} \begin{cases} \text{for} \\ \text{as} \end{cases} \text{ 被用作.....} \end{cases}$

2.  $\begin{cases} \text{in return 回报, 作为报答(=in reward for)} \\ \text{in return for 轮流, 依次; 反过来, 转而} \end{cases}$

【拓展】 in turn 轮流, 依次; 反过来, 转而

I plan to do something for you in return.

I'll invite him to go to the cinema in return for his help with my English.

3. add... to... 往……添加……

【拓展】  
 { add to 增加  
 add up to 总计,加起来是……  
 add up 加起来

Please add some wood to the fire.

4. at war 处于战争状态

【拓展】  
 { at 表明一种状态或持续的活动,与部分名词连用,名词前一般不加冠词  
 at peace 处于和平状态 at work 在工作  
 at play 在玩耍  
 at school 在上学 at sea 在海上 at table 在吃饭  
 at rest 在休息,安静 at lunch/dinner 在吃午饭/晚饭

5. pick out 选出,挑出,辨别出,认出

Can you pick out your friend in the crowd?

【拓展】 pick up ①拾起,拿起 ②无意地(偶然)买到  
 ③染上(坏习惯),得到 ④(非正规地)学会,学到 ⑤取(某物),接(某人)上车 ⑥收(听)到 ⑦(身体)逐渐康复,(情绪)好转

6. { see sb doing 看见某人在做某事(强调动作的进行)  
 see sb do sth 看见某人做了某事(不强调动作的进行性)  
 see sb/sth done 看见某人/物被……

I saw him playing by the river yesterday.

I saw him go out.

【拓展】 以上短语变成被动语态时,要用现在分词或带to的不定式和过去分词作主语的补足语。

7. rather than 与其说是……,不如说是……,常用于一些平行结构中。

I'd prefer to go in summer rather than in winter.

【拓展】  
 { other than 除了  
 more than 比……多  
 more... than 与其说……倒不如说……

8. so that

(1)引导结果状语从句,“因此,以致”。

The bus broke down,so that we had to walk.

(2)引导目的状语,“以便”,常与 can,could,may,might 等情态动词连用。

Please speak loudly so that everyone can hear you clearly.

注意:从句若为否定结构,谓语多用 should 构成。

He looked down so that she should not see his eyes.

【拓展】 in order to/so as to 为了……

9. think highly of 高度评价……,对……印象很好

【拓展】 同义结构 think well/much of...

反义结构: { think little of 对……不在意,认为……不怎么样  
 think nothing of 觉得……没什么,一点儿也不怎么样

V. Sentence structure

1. could have done 很可能……,(用于否定句和疑问句中中表示对过去发生事情的推测)

Could he have finished his homework?

He couldn't have gone out last night for the light was on all the time.

should have done 表示本应该做某事而实际上未做(含责备意味)

【拓展】  
 { should not have done 表示本不该做而实际上做了  
 needn't have done 表做了本不必做的事  
 must have done 一定已经做了……  
 may/might(not)have done 可能已经(没有)做了某事

2. have sth done 含义有三:

(1)表示让别人把某事做好(主语不参加/与)

(2)让人做某事(主语也可能参与)

(3)表遭受某种不幸

I'll have my hair cut this afternoon.

We must have our work done today.

He had his money stolen in the street yesterday.

【拓展】  
 { have sb/sth doing 让……保持……状态  
 have sb do 让某人干……  
 have sth to do 有某事要做

【注意】  
 { have/make/let sb do  
 get sb to do

3. This is/was a time when... 这是一个……的时期/候

其中 when 引导的是定语从句,修饰先行词 time。

This was a hard time when we had to work day and night for a living.

【拓展】 There was a time when... 曾经一段,有一段时间。

There was a time when this kind of music was quite popular.

VI. Sentence analyzing(简单分析非限制性和限制性定语从句)

VII. Practice 让学生完成随堂练习(见课时详解)。

VIII. Homework

1. 巩固本节所学知识。

2. 寻找课文中有关定语从句的句子,并加以分析。

### 板书设计

- I. Check the useful words and phrases above
- II. Lead-in
- III. Language points studying
- IV. Phrase study
- V. Sentence structure
- VI. Sentence analyzing
- VII. Practice
- VIII. Homework

### 教学反思

1. 知识点的讲解,根据学生实情可采用先归纳后练习,也可先练后归纳,也可边讲边练。

2. 本部分知识点的讲解,可以根据学生的实情用两课时完成,基础好的地方,可以一节课完成。

### 备课资料

教参、《课时详解》、《教材精析精练》、《三年高考五年模拟》、《典中点》

## 第3课时

(限制性定语从句和非限制性定语从句)

### 教学目标

To catch the difference between the restrictive and

non-restrictive attributive clause.

### 教学过程

#### I. Lead-in

- Questions: 1. Do you know what is a sentence?  
2. How many parts does a sentence include?  
3. What is called an attributive?  
4. What is a sentence acting as an attributive called?

#### II. Sentence analyzing

Let the students analyze the following sentences:

- This gift was the Amber Room, which was given this name because almost seven thousand tons of amber were used to make it.
- Later, Catherine II had the Amber Room moved to the palace outside St Petersburg where she spent her summers.
- This was a time when the two countries were at war.
- The man who has it insists that it belongs to his family.
- A cultural relic is something that has survived for a long time, often a part of something old that has remained when the rest of it has been destroyed.

#### III. The rules of Attributive Clause

##### 1. 总述限制性定语从句

定语从句分为限制性定语从句和非限制性从句两种。限制性定语从句的前后没有逗号,它对先行词作描绘或限定。少了这个定语从句,整个句子的意思就不够明了、完整。引导它的关系代词或关系副词有如下用法。

(1) which 引导定语从句时,先行词是除人以外的表示某物或动物的名词。which 在意义上指代先行词,同时在定语从句中作主语或宾语。定语从句的谓语动词与先行词保持一致。

The canal which was dug 40 years ago is now still playing a great part. 40年前挖的那条水渠现在仍发挥着很大的作用。

The bike which I bought in the shop near my school needs repairing. 我们在我们学校附近买的自行车需要修理了。(which 作 bought 的宾语,可省略。)

(2) who 引导定语从句,先行词是表某人的名词。who 在意义上指代先行词,同时在定语从句中作主语(作宾语时,用其宾格 whom,在口语中也可用 who,且常省略)。定语从句的谓语动词与先行词保持一致。

(3) that 引导定语从句时,先行词既可是表人的名词,也可是表物或动物的名词。that 在意义上指代先行词,同时在定语从句中作主语或宾语。作宾语时常省略。上述两条例句中的 which, who 和 whom 均可用 that 代替。

The book that I bought yesterday is very interesting.

(4) whose 引导定语从句,先行词既可是表人的名词,也可是表某物或动物的名词。whose 在意义上表示“他/她/他们/它(们)的”,语法上在定语从句中作定语,修饰其后面的名词,whose+名词则在定语从句中作主语或宾语。

He is a man whose speeches are as wonderful as articles.  
他是一个演说与文章同样精彩的人。

The room whose window opens to the south is our classroom.

(5) 关系副词 where 引导定语从句时,先行词是表示地点的名词,where 在意义上指 in/on/at 等介词+先行词,在定语从句中作地点状语。

The park where we took a picnic lunch yesterday is to the

east of the city. 我们昨天中午野餐的公园在城东面。(where 指 in the park,说明 we took a picnic lunch yesterday 的地点。)

(6) 关系副词 when 引导定语从句时,先行词是表示时间的名词,when 在意义上指 in/on/at 等介词+先行词,在定语从句中作时间状语。

I'll never forget the days when I traveled in Yunnan.

我永远也忘不了我在云南旅行的日子。(when 指 in/during the days,说明 traveled in Yunnan 的时间。)

(7) 关系副词 why 引导定语从句作原因状语。

I can't accept the reason why you are late. 我们不能接受你迟到的理由。(why 指 for the reason,说明 you are late 的理由。)

2. 总述非限制性定语从句的前后有逗号与主句分开,它与主句的关系不十分密切,只是对先行词作补充说明。没有这个非限制性定语从句,主句的意思仍然完整。

(1) 非限制性定语从句由关系代词 which, who, whom, whose 或关系副词 where, when 引导。不能用 that 引导非限制性定语从句。

Last night I saw a film, which was about the Long March.

昨晚我去看了一部电影,那是关于长征的。

Yesterday I met Li Ping, who seemed to be very busy.

昨天我遇到了李平,他似乎很忙。

The couple has two children, one of whom is studying in Canada. 那对夫妇有两个孩子,其中一个在加拿大学习。

We sympathized Li Ying, whose parents died in the earthquake. 我们很同情李英,她的父母在地震中遇难。

A boy took us into a hall, where Professor Li was giving his lecture. 一个男孩把我们领进大厅,李教授已经在那里作讲座了。

We have put off the picnic until next Sunday, when the weather may be better. 我们将野餐推迟到下星期天,那时天气可能会好些。

(2) 注意:①非限制性定语从句有指整个主句所说的事情或其中部分内容,可用 which 和 as 引导,as 可放在句首,which 则不能。

Usually they take a walk after supper, which does a lot of good to their health. 他们通常在晚饭后散步,这对他们的健康很有好处。(which 指 usually they take a walk after supper)

As is known to all, Taiwan is part of China. 正如大家所知,台湾是中国的一部分。(as 放在句首,引导定语从句,as 指代 Taiwan is part of China,此句的 as 不可换成 which)

②有时,有些非限制性定语从句并不用逗号与主句分开,这要从上下文来判断。

When did he get his leg broken?

他的腿是什么时候弄断的?

特别强调:that, why 不能引导非限制性定语从句  
what, how 不能引导定语从句

#### IV. Practice(见课时详解部分随堂练习)

#### V. Homework 课本 P<sub>4</sub>T<sub>2</sub> 和 T<sub>3</sub>

#### 板书设计

##### I. Lead-in

##### II. Sentence analyzing

##### III. The rules of Attributive Clause

##### IV. Practice

##### V. Homework

**教学反思**

定语从句语法规则的讲解可以对比限制性和非限制性定语从句的不同(如意义、形式、先行词、位置、关系词使用情况、关系代替情况,全句翻译等方面)进行归纳,讲解。

**备课资料**

**限制性定语从句和非限制性定语从句的区别**

限制性定语从句和非限制性定语从句都是修饰名词或代词的一种形容词性从句,两者虽然性质相同,但在意义和用法上有许多不同。

1. 限制性定语从句是先行词在意义上不可缺少的定语,如果去掉,主句的意思就不完整或失去了意义,这种定语从句和主句的关系十分密切,书写时不用逗号分开。

I was the only person in my office who was invited.

我是办公室里唯一受到邀请的人。

He is a man who never leaves today's work till tomorrow.

他是一个从不把今天的工作留到明天做的人。

What do you think of the composition(that) I wrote?

你认为我写的那篇作文如何?

2. 非限制性定语从句与主句的关系不是十分密切,只是对先行词的附加或补充说明,不起限制的作用,如果去掉,主句的意思仍然清楚完整,这类定语从句在书写时大多用逗号与主句分开。

I don't like the boy, who is very lazy.

我不喜欢这个男孩,他太懒了。

We have paid another visit to Shaoxing, where Lu Xun was born.

我们又去绍兴游览了一次,鲁迅就出生在那里。

3. 关系代词 who, whom, which 在限制性定语从句中作宾语时往往可以省略,但非限制定语从句中不能省略。关系代词 that 可引导限制性定语从句,但不可引导非限制性定语从句。

I know the man(whom) you mean.

我认识你指的那个人。

I happened to meet Xiao Ming, whom I didn't recognize at once.

我碰巧遇到小明,但并没有马上认出他来。

These apple trees, which I planted three years ago, have not

borne any fruit. 这些苹果树是我三年前栽的,还没有结果。

4. 有时非限制性定语从句所修饰的不是前面的某个名词或代词,而是整个主句,关系代词 which 和 as 可引导这种从句,它们代表前面整个主句的内容。

She comes from Beijing, which can be told from her accent.

她是北京人,这一点从她的口音就可以判断出来。

As is known to us all, the earth is round. /The earth is round, as is known to us all. 众所周知,地球是圆的。

**5. 高考典例**

(1)[2007 上海春季]The thought of going back home was \_\_\_\_\_ kept him happy while he was working abroad.

A. what B. that C. how D. as

(2)[2006 天津]The Beatles, \_\_\_\_\_ many of you are enough to remember, came from Liverpool.

A. what B. that C. how D. as

(3)[2006 山东]We're just trying to reach a point \_\_\_\_\_ both sides will sit down together and talk.

A. where B. that C. when D. which

(4)[2006 江苏]The owner of the cinema needed to make a lot of improvements and employ more people to keep it running, \_\_\_\_\_ meant spending tens of thousands of pounds.

A. who B. that C. as D. which

(5)[2006 福建]Look out! Don't get too close to the house \_\_\_\_\_ roof is under repair.

A. whose B. which C. of which D. that

(6)[2006 北京]Women \_\_\_\_\_ drink more than two cups of coffee a day have a greater chance of having heart disease than those \_\_\_\_\_ don't.

A. who; / B. /; who C. who; who D. /; /

(7)[2006 江西]—Do you have anything to say for yourselves? —Yes, there is one point \_\_\_\_\_ we must insist on.

A. why B. where C. how D. /

**【答案】**(1)B (2)D (3)A (4)D (5)A (6)B (7)D

**第二教案**

**教辅教案**

**单元自主学习**



**单元重点**

单词	cultural, survive, remain, state, rare, dynasty, vase, belong, gift, stone, heat, design, fancy, style, jewel, king, reception, light, mirror, wonder (n.), remove, furniture, secretly, wooden, doubt, apart, trial, consider, opinion, evidence, prove, pretend, maid, castle, sailor, treasure, besides
短语	look into, belong to, in search of, in return, at war, take apart, think highly of

功能交际	1. 征求看法(Asking for opinions) Are you sure he/she was telling the truth? How do you know that? How can you be sure he/she was telling the truth? Why/Why not?
	2. 发表看法(Giving opinions) I (don't) believe... because... That can't be true. It is(not) a fact. I (don't) agree with you. I don't agree that... It can be proved. The truth is(not) easy to know. I think they have said useful things. ... has no reason to lie.



语法	定语从句(III)
	1. 限制性定语从句(The Restrictive Attributive Clause) A cultural relic is something that has survived for a long time. . . It is your job to look into any reports of cultural relics that have been found in China.
	2. 非限制性定语从句(The Non-Restrictive Attributive Clause) This gift was the Amber Room, which was given his name because almost seven thousand tons of amber were used to make it.

- It was one of the most serious accidents this year. Very few passengers s \_\_\_\_\_ in it.
- I like the way she offered. What's your o \_\_\_\_\_ ?
- If you want to book a room in a hotel, you should first go to the r \_\_\_\_\_ desk.
- He proved himself innocence (无罪) by providing a lot of e \_\_\_\_\_ .
- Suppose you don't use the mobile phone for a long time, you should r \_\_\_\_\_ the batteries(电池) from it.

答案 1. remained 2. rare 3. design 4. jewels 5. furniture  
6. survived 7. opinion 8. reception 9. evidence 10. remove

II. 用下列单词的适当形式填空

fancy culture pretend light wood

- We should pay attention to \_\_\_\_\_ differences so that we can communicate with foreigners without misunderstanding.
- To make the hall bright enough, they \_\_\_\_\_ many candles all around.
- I enjoyed the \_\_\_\_\_ cake at the party very much.
- The \_\_\_\_\_ furniture in this room is very expensive.
- Peter \_\_\_\_\_ not to see me when he passed me in the street.

答案 1. cultural 2. lit 3. fancy 4. wooden 5. pretended

单元预习

I. 单词拼写

- Although he ate a lot, he still \_\_\_\_\_ (保持) skinny.
- Some animals are hunted illegally (违法的), so they become \_\_\_\_\_ (稀有的).
- The \_\_\_\_\_ (图案) of Chinese knot is so wonderful that it sells well.
- The necklace made of \_\_\_\_\_ (珠宝) was made in Japan.
- The room looks empty because there's no \_\_\_\_\_ (家具) in it.



案例(一)——课时详解



第1课时

课堂导入

Questions:

- Do you know what a cultural relic is? Have you even visited one?
- Is a cultural relic always rare and valuable?
- Have you ever seen a piece of amber?
- Have you ever seen a room made of amber?

探究新知

1. Does a cultural relic always have to be rare and valuable?

文物就一定是珍稀的永远有价值的吗?

【导学】 (1) rare

adj. 稀有的, 珍惜的, 罕有的

e. g. a rare book 一本珍稀的书

【拓展】 It is rare for sb to do sth 某人难得做某事

e. g. It's rare for him to be absent. 他很少缺席。

例示

完成下列句子

① It is a \_\_\_\_\_ Ming Dynasty Vase.

② \_\_\_\_\_ in the 90s

\_\_\_\_\_ people in their fifties are going to university for further education. (已不是稀罕事)

答案 ① rare ② It is not rare, that

【导学】 (2) valuable

adj. 贵重的, 有用的, 有价值的

e. g. I'm sure my information is valuable.

我确信我的消息有价值。

【拓展】 ① value v. 重视; 尊重; 评价/估价

e. g. I've always valued your friendship/your advice.

我一向珍重你的友情/重视你的意见。

The students have always valued their teachers,

学生向来尊重他们的老师。

The machine is valued at 1,000 yuan.

这台机器估价 1000 元。

【拓展】 ② value n. 价值 → be + of + value = be valuable; 价值观(常用复数)

e. g. Most people know the value of a good education.

= Most people know that a good education is valuable.

大多数人懂得良好教育的重要性。

例示

You'll find this map of great \_\_\_\_\_ in helping you to get round London.

A. price B. cost C. value D. usefulness

解析 C sth is valuable = sth is of great value

【辨析】 value, worth, cost, price 用作名词时, 都表示“钱”的概念, 但具体意思不同。value 和 worth 指某物的实际价值;