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英语

金太阳教育研究院

音像文史曲版從



丛书主编 陈东旭

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(选修 6)

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序言

——新课标理念实施的旗帜 导学案课程设计的典范

2004年山东、广东、海南、宁夏进人高级中学新课标实验,拉开了高级中学课程改革的序幕,五六年来先后有二十多个省市进人新课标教学,2010年秋新课标在全国推广,新课标理念的贯彻成为全国上下关注的焦点。除山东、江苏、广东新课标教学推进得相对深入,其他省区基本上只是换了一套教材,实际教学并未落实新课标理念,其一,缺少新课标理念支持,不能理解新课标精神;其二,缺少成熟的导学案支持,无法落实新课标理念;其三,传统教学习惯根深蒂固,难于适应新课改的发展。

金太阳教育研究院,自2004年开始研究新课标教学理念,调研新课标教学,并与相关课标专家交流探讨,历时五年,走访调研了山东、广东、江苏、浙江、福建、湖南、安徽、辽宁、陕西等十余省市上千所学校,聚天下名师,萃百家之长,于2010年策划编辑完成的《金太阳导学案》,理念创新、策划科学、操作方便,获得了校长、老师及学生的高度评价,可谓新课标理念实施的旗帜性创意与导学案课程设计的典范性蓝本。

一、以学带教,归还学生学习自主权

新课标不是一套纲要、一套标准,更不是一套教材,而是一种理念,一种人才培养理念。教师观念要更新,学案导学以学带教;学生观念要更新,自主学习努力创新。使用"导学案",老师不能再唱独角戏,学生不能再等老师教。《金太阳导学案》突出师生的互动"导学"设计,体现学习自主化,导学规范化。

二、学案导学,彰显教师课堂主导性

以"不看不讲、不议不讲、不练不讲"为策划编写原则,创设基于学生经验的情境,过程趣味化;创设基于情境的问题层次,问题层次化;创设基于个性的展示机会,展示个性化。重视学习兴趣的培养,关注自主探究能力,有效组织学生讨论,激发学习积极性,提高学习效率。

三、客观评价,激发学生学习自信心

从预习评价、探究评价、拓展评价三方面,采用学生互评、教师点评、学生自评等方式,全面评价学生的作业完成情况、课堂表现情况与思维创新表现。

四、讲练分装,突出导学测评实用性

本书课程学案和练案分卷装订,增加教学评价操作的实用性。基础导学测评、能力导学测评、发展导学测评、高考真题鉴赏,适应不同学生的学习状态,实现能力具体化。

五、分层导学,实现学生学习个性化

技能系统化,系统个性化。本书探究的问题和训练分层设计,针对了不同学生,适应学生个体发展需要。

六、科学设计,增强师生课堂互动性

教师用书采用大 12 开,并借鉴国外最先进的排版模式,使学生用书和教师用书页码同步,内容同步, 装帧更美观,使用更方便,导学更有效。

一位名师能指引科学迷津,一本好书能改变人生命运。希望寄托了全国百万师生拳拳期望与浓浓深情的《金太阳导学案》能成为学生的良师、老师的益友,引领新课标理念方向,提供课堂导学借鉴,让老师更轻松地教,让学生更有效地学。

教育部基础教育课程改革专家组组长 华东师范大学课程与教学研究所所长 钟启泉

《金太阳导学案》总方案

课程学习目标_	学习自主化
课程导学建议	导学规范化
	第一学》时间 包主預习 《不看不供》《《《》。
知识体系图解	系統形象化
课堂预习交流_	知识问题化
课堂预习导学	问题层次化_
	新知学习 ○○不读不讲 <i>○○○</i> ○○○本读不讲
重点难点探究	技能系统化
课程目标导学	系统个性化
课程目标导学_课程达标检测_	
_	能力具体化
课程达标检测	能力具体化
课程达标检测 向生产信息	能力具体化
课程达标检测 同事代估机 名权同识则	能力具体化 ②調 中族
课程达标检测 同事代估机 名权同识则	能力具体化 (表) (注) 第三学习时间 课程训练 See不能不讲。(Seethers * * * * * * *

第四学习时间 **课程评价** 19月前三届 1995年 19

完成比例评价		正确率评价		主动性评价			创新性评价				
100%	80%	60%	优秀	良好	一般	活跃	主动	一般	创新	新類	一般
鎌題序号			正确解法			错误原因剖析					
小组	评议										
老师	评价										
自我	反馈										

[注]三个学习过程四个方面的评价视各人情况选择打"V"即可,由学习小组长完成。错题反馈个人独立完成。"小组评议""老师评价""自我反馈"个人根据自我课堂表现填写。

YY-11-XKB-R-选修 6

並力學学測评 发展导学測评 高考真题繁發

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.



课程纲要

课程概况

课程名称	人教版选修 6
课程类型	基础学科课程
课程开发	江西金太阳教育研究院
授课对象	高二年级
课程资源	教材、网络、学科资料
教学时数	21 课时

课程说明

高中"英语·选修 6"是在必修学习的基础上进一步培养学生的综合语言运用能力。综合语言运用能力的形成是建立在语言知识、语言技能、情感态度、学习策略和文化意识等素养综合发展的基础上。课程的实施必须以提升学生的语言知识、语言技能、情感态度、学习策略和文化意识等素养为目标,面向全体学生,为学生终身发展奠定共同基础。本书通过词汇和语法的学习和探讨研究,达到新课标所要求的语言技能目标。

课程内容

栏	目	Module One	Module Two	Module Three	Module Four	Module Five
语言	话题	西方绘画艺术简史; 曼哈顿艺术画廊荟萃	不同种类诗歌	健康问题:吸烟、HIV 病毒、艾滋病、药物; 对待艾滋病的态度	全球变暖、污染、保护地球的重要性	火山、飓风、地震、洪水
知识	功能	喜好和偏爱	意愿和计划	禁止、警告和允许	同意与不同意; 责备和抱怨	情感:喜悦、恐惧、焦 膨、惊奇
	语法	虚拟语气 I	虚拟语气Ⅱ	It 的用法 I	It 的用法 Ⅱ	动词-ing 形式
	听	听对话者的喜好	听不同角色对同一事 情的态度	听对话者的感受	听对话者的态度	听对话者的名字
语言技能	说	表达喜好和偏爱	表达意愿和计划	提建议	表达同意 或不同意	· 表达情感
1X HE	读	了解西方绘画艺术	朗读诗歌	了解如何除恶习、保健康	理解杂志文章	了解自然灾害
	写	写建议信	模仿诗歌写诗	写建议信	写海报	描写一处景观
文化	意识	西方的绘画艺术	不同内容和形式的诗 歌	远离恶习、保持健康	人类如今面临的环境 的问题	自然灾害、保护环境

课程目标

语言知识

1. 语音学习:选修 6 的语音学习,要紧密结合词汇、对话 和课文的教学进行。掌握正确的语音、语调和朗读技巧,在 口头表达中做到语音、语调自然和流畅。本册教科书中有一 些诗歌,诗歌朗诵可以帮助学生体会和感悟英语歌曲的节奏

和韵律。

2. 词汇学习:选修 6 中课程标准的单词比过去有所增加,约为 215 个,固定搭配和习惯用语约为 37 条。在词汇教学中要培养学生按拼读规则拼读单词,根据所学构词法知识判断和记忆派生词及合成词的词义和词类的能力。在学习词汇的过程中,学生要善于对比、联想、发现英语单词的构词方法以及多词义、多词性的特点,用比较和归类的方法学习



学习札记



和记忆单词。要学会使用词典,进行大量阅读,通过泛读复习已知词语,吸收新词,扩大词汇量。

3. 语法学习:选修 6 的语法项目主要是在一定的情景中出现的。首先要让学生自己发现各单元中的新的语法现象,并要他们归纳出使用中的语法结构。与词汇一样,语法结构也得依靠综合语言运用的大量实践活动才能真正掌握。语法的实践活动主要体现在语法练习部分。语法的练习应具有层次性。在高中英语教科书中,一个单元基本只介绍一个语法点。到模块六第四单元,高中的语法完成了第一轮教学,即系统介绍了高中课标规定的语法项目。从模块六第五单元开始进入第二轮以复习高中语法项目为主的阶段。在这一阶段中,语法结构循环反复,不断巩固,略有加深。模块六介绍的语法项目有:(1)虚拟语气;(2)it 的用法;(3)复习动词-ing 形式。

4. 功能和话题: 功能和话题是说语言使用的范围和怎样使用语言,每一个单元都设定了一个语言的使用范围,不是泛泛而讲,围绕一个话题中心设定材料,便于同学们学习。新教材的话题多样,内容丰富。语言的学习贯穿有知识到能力得升级过程,学习知识的目的是提高能力,了解教材对能力的要求是至关重要的。

语言技能

- 1. 听的技能培养:教材每个单元都安排了听力活动和听力材料,这些活动和材料能够培养同学们的各种技巧和能力:听要点、听细节、听特定的词、听内容捕捉特定的信息,分析和处理信息、完成特定的任务等。
- 2. 说的技能培养: 高中教材没有提供示范性对话, 而是 每个单元都安排专题性的会话和活动, 这样的会话真实性 强, 具有实际交际意义, 便于培养同学们的口语能力。
- 3. 读的技能培养;教材每个单元都提供了大量的阅读材料,题材丰富、体裁多样,便于激发同学们对英语的兴趣,培养阅读技能,学会阅读策略。阅读技能主要指:掌握基本事实;抓住中心思想;了解时空顺序;理解文章内涵;从上下文猜测不熟悉的语言现象;分析作者的观点、态度、意图;读懂图标和说明书;分析语篇结构;获取语言文化知识;综合评价文章等。
- 4. 写的技能培养,在四个技能中,写的技能难度最大。 每个单元都提供了许多写的练习和活动,有基础性练习,写 作程序指导和自由写作等,由简到繁、由易到难、循序渐进,

逐步学会写作。

除了语言知识和语言技能之外还要注意情感态度、学习 策略和文化意识的学习。

课程实施

课时安排

本模块课时安排共____课时(具体见目录)。 学习时间安排 学习时间从______年_____月______日至

月

Module One

背景阅读

A Definition of Greatness in Art

Painting, or art generally, with all its technicalities, difficulties, and particular ends, is nothing but a noble and expressive language, invaluable as the vehicle of thought, but by itself nothing. He who has learned what is commonly considered the whole art of painting, that is, the art of representing any natural object faithfully, has as yet only learned the language by which his thoughts are to be expressed. He has done just as much towards being that which we ought to respect as a great painter, as a man who has learnt how to express himself grammatically and melodiously has towards being a great poet. The language is, indeed, more difficult of acquirement in the one case than in the other, and possesses

more powerful of delighting the sense, while it speaks to the intellect; but it is, nevertheless, nothing more than language, and all those excellences which are peculiar to the painter as such, are merely what rhythm, melody, precision, and force are in the words of the orator and the poet, necessary to their greatness, but not the tests of their greatness. It is not by the way of representing and saying, but by what is represented and said. The respective greatness either of the painter or the writer is to be finally determined.

[词汇提示]

- 1. melodiously adv. 旋律优美地;悦耳地
- 2. acquirement n. 取得; 才能; 学得; 学识
- 3. orator n. 演说者; 雄辩家; 演讲者

Period 1 Welcome to the module

● 课程	学习目标	•学习自主化•	,

- 1. 掌握本课时考纲要求的重点单词、短语以及句型;
- 2. 提高口头语言表达能力,表达个人对绘画艺术的喜好和偏爱;
- 3. 提高捕捉文章主题与脉络的能力;
- 4. 欣赏东西方绘画艺术;
- 5. 主动参与,自主学习,激活思维,激发创新精神。

第一学习时间	伊丰福习	*** 不看不讲 ***********************************
	日子がら	market state in the program of the state of the

	知识体系图解	·系统形象化·
- 20		

重点单词	1	adj. 抽象的;深奥的 n. 雕塑	n. 摘要→ 3	adj. (反义词)具体的 n. 画廊;美术陈列室		
重点短语	1	宁愿	2	故意地		
重点句型		•	-	ll as a professional artist? nake sculptures, or design buildings?	299	



举习札记



课堂预习交流 经银何度化	If I, I the Western paint
2成句子	3. 我宁惠雕刻而不愿画画。
. 你如何区分抽象主义绘画和现实主义绘画?	I sculptures pa
How do you paintings ones?	1
]学习
	- 1
重点难点探究 技能系统化	C. Go ahead D. I'm very glad 3. Have you ever wished you could paint as well as a profes
, abstract	al artist? 你是否希望过你和一个专业画家画得一样好
※ 用法归纳	The second secon
	用法归纳
dj. 抽象的(反 concrete adj. 具体的);深奥的 n. 摘要 vt. 摘	wish for sth 希望得到
要;提炼	wish sb sth 祝愿某人······
n the abstract 抽象地;在理论上	wish (sb) to do sth 希望某人
nake an abstract of 把的要点摘录下来	(just) as you wish 随你的便
bstract sth (from sth) 从中摘录、提炼	wish 与 that 从句连用,常省去 that,从句通常用虚拟语
牛津经典]We may talk of beautiful things, but beauty itself	去时态),表示未实现的或不大可能实现的愿望。
s abstract, 我们尽可谈论美的事物, 然而美本身却是抽象	[牛津经典]I wish you hadn't told me all this. 我倒希望
句.	初别把这一切都告诉我。
活学活用	※ 思维拓展
2010 泰安高二期末]Talking about crime in the	hope 后的宾语从句不用虚拟语气,表示想实现且可能
ust isn't enough.	的愿望。
A. absence B. abstract	[朝文经典]I hope you have a happy birthday. 我希望你
C. summary D. outline	快乐的生日。
2. Would you rather have Chinese or Western-style paintings in	0.01
your home? 你愿意在家里保存国画还是西式绘画?	活学活用
8 用法归纳	[2010 南昌高二月考]II were 30 years younge
would rather 宁愿	A. hope B. expect
would rather 7 kb. would rather do sth 宁愿; 宁可; 较喜欢	C. wish D. feel
would rather do stil f 总; j · j · t · t · t · 大 · · · · · · · · · · · ·	4. What would you rather do—paint pictures, make sculpt
would rather to sin rather than to 1 as lock 4 mon sin	or <u>design</u> buildings? 你更喜欢做什么——画画,雕塑,
would rather sb did sth 宁愿某人(将)做某事(与现在或将来	设计楼房?
事实相反)	溪 用法归纳
would rather sb had done sth 宁愿某人做了某事(与过去事	design vt. & n. 设计;计划
y相反)	design to do sth / for sth 打算做/为设计或制图
[朝文経典]I'd rather have a quiet night in front of the TV.	be designed as 打算做某种用途
段宁愿在电视机前静静地度过一晚。	be designed to do sth 为设计
生津经典]I'd rather walk than take a bus. 我愿意走路而不	by design / on purpose 故意地,蓄意地
思意坐公共汽车。	make designs for 设计
[麦克米伦经典]I'd rather you didn't mention this matter to	make designs for 反订 [朝文经典]The course is designed for beginners, 这课程
anyone else. 我宁愿你不向任何人提及这件事。	\$5° #
	例子有任何的。
活学活用	[柯林斯经典] This project is designed to help landless
[2010 舟山高二质检] —I think you'd better ask her.	ple. 这项目是为了帮助无家可归的人。
 .	[牛津经典]We don't know if it was done by accident
A. I'd rather not B. I do not want	design. 我们不知道那是偶然的还是故意的。
SETS MANUFACTOR TO MANUFACTOR TO THE TOTAL TO THE T	

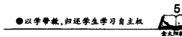
※ 活学活用				ractical; real							
[2010 临沂高二统考]Th	ne book mainly	use in high		ptures are so							
schools, is a best seller			demo	onstrate are		, which to	akes wisdo	m to unde			
A. designed for	B. design	ed to	stano	d			V				
	D. design		A. re	eal; subtract		B. cor	crete; abs	tract			
	-	_	C. re	alistic; subs	cribe.	D. spe	ecific; conv	ventional			
课程达标检测	•能力具	:体化•		me more wi	-						
Ⅰ. 完成句子			—TI	hank you,	I	have to d	rive home.				
1	, but a hou	se is not, 幸福是抽	A, pl	lease		B. I'd	rather not	:			
象的,但房屋不是。				neers		D. cor					
2. How I wish		我多希望我是个	4. He v	would rather	you	like	that,				
画家。			A, ta	lking		B, tal	k				
3. I would rather you		now. 我宁	C, to	talk		D. tal	ked				
愿你现在保持沉默。			5. Whe	ther by accid	lent or by		, he hurt	her feeling			
4. She'd rather die	<u> </u>	她宁可死也	deep	ly.							
不愿失去孩子们。		•	A. p	urpose		B, ain	n				
5. The programme is	. The programme ispeople who					C. design D. chance					
have been out of work	for a long time, i	设计这项计划是为	6. — Ņi	d you criticia	e her for	her mista	ke?				
了帮助长期失业的人。			—Ye	es, but	it.			.,			
Ⅱ. 单项填空	•	•	A. I'	d rather not	have don	е					
1. You have to be	Anybody lil	ke you without any	B, I	shouldn't do	4.						
experience is	s not likely to be	given a big salary	C. Pe	d better not	do						
even if you graduate f	rom a famous uni	versity.	D. I'd	d like not to	do.						
A. true; realistic	B. realist	ic; practical									
		第三学习时间 课意	部练	~不够不讲~	COPPARTNESSAN BY BY BY	tite tie					
			F #-1 4-24								
					(见活页《金	全太阳导学	测评(一)》			
								:1 ×			
		第四学习时间 但君	评价	20日清三周	STEETS-FEETS ADDRESS	Water					
		· · · · · · · · · · · · · · · · · · ·	EVI DI								
		预习评价・探究	评价・拓	展评价	v						
完成比例评价		正确率评价	T	主动性评价		•	创新性评价				
100% 80%	60% 优秀	良好一般	活跃	主动	一般	创新	新颖	一般			
200,0	/- Pu/9	- AR	IP-PAC	11.94	- **	C4/0/1	APT 15X	/44			
		<u> </u>									

					预习证	平价・探究	评价・拓	展评价				
完	成比	例评	玠]	正确率评价	r		主动性评价	介	. 1	创新性评的	}
100%	80	%	60%	优秀	良好	一般	活跃	主动	一般	创新	新颖	一般
错题序	导				ĪĒ.	确解法		L		错	误原因剖	析
								1	as that it	·	₩ () (~1	
小组评	义								19.96			46.1
老师评价	介								117,	ė,		
自我反	贵											

【注】三个学习过程四个方面的评价视各人情况选择打"\"即可,由学习小组长完成。错题反馈个人独立完成。"小组评议""老师评价""自我反馈"个人根据自我课堂表现填写。



学习札记



Period 2 Reading

ě	课	程学	习	目标	• 学习	自主化-

- 1. 掌握本课时考纲要求的重点单词、短语以及句型;
- 2. 培养阅读技能,使用阅读策略;
- 3. 梳理文章结构和时空顺序;
- 4. 理解西方绘画不同历史时期的特点及著名作家作品。

知识体	本系图解	·系统形象化·	
重点单词	1		作为结果的;随之发生的→
重点短语	1	coincidence 偶然地;巧合地 2. a	great许多;大量 3, on the hand 另一方面
重点句型	Refer to	he language learning part.	
课堂形 How many	time period	s are mentioned in this passage? di Bondone and Masaccio belong to?	3. In which art period did painters begin to work outdoors? 4. Why are the Impressionist paintings accepted as the beginning of modern art?

1. But it was evident that ideas were changing in the 13th century when painters like Giotto di Bondone began to paint religious scenes in a more realistic way. 但是很显然,13 世纪时,绘画观念在改变,像乔托这样的画家开始以一种比较现实的风格来画宗教场景。

※ 用法归纳

(1)it 在句中作形式主语, that 从句作真正的主语, that 主语

(2) evident adj. 明显的;明白的
It's evident (to sb) (that...) (某人)清楚、明白……
evidently adv. 明显地;显然
evidence n. 证据

[牛津经典]It must be evident to all of you that he has made a mistake. 你们一定很清楚,他犯了错误。

(3) scene n. 场景;场面;现场;风景



behind the scenes 在幕后	[牛津经典]He was caught in possession of stolen goods /
on the scene 在场	with stolen goods in his possession. 他人赃并获。
[牛津经典]The scene of the novel is set in Scotland, 小说以	[朗文经典]He had sold all his possessions and left the coun-
苏格兰为背景。	try. 他变卖了所有的财产离开了农村。
[朝文经典]The boats in the harbor make a beautiful scene.	± =
港湾中的船只构成了美丽的景象。	活学活用
፟፟፟፟፟	[2010 海淀高二模拟]You can't legally take of the property until three weeks after the contract is signed.
(1)[2009 天津]It is obvious the students should	A. charge B. advantage
get well prepared for their future.	C. control D. possession
A. as B. which	4. When people first saw his paintings, they were convinced
C. whether D. that	that they were looking through a hole in a wall at a real
(2)[2010 东城区高二月考]It was to me that he	scene. 人们第一次看到他的画时,他们坚信自己是透过墙
was not telling the truth.	上的一个小洞来观看真实场景的。
A. confident B, evident	※ 用法归纳
C. difficult D. easy	-
(3)[2010 南昌高二调研]Reporters were soon on the	convince of. 使确信;使信服;说服;
after the accident.	convince sb (of sth) 使某人确信; 使某人明白
A. sight B. view	convince sb that 使人相信
C, scene D. scenery	convince sb to do sth 说服某人做某事
2. People began to concentrate less on religious themes and	[牛津经典] How can I convince you (of her honesty)? 我怎
adopt a more humanistic attitude to life. 人们开始较少关注	样才能使你相信(她的诚实)呢?
宗教主题而采取一种更人性化的生活态度。	爲 思维拓展
用法归纳	convinced adj. 坚信不疑的; 有坚定信仰的
adopt vt. 采用;采纳;收养;领养	a convinced Christian 虔诚的基督徒
adopted adj. 被收养的(孩子和收养是被动或动宾关系)	convincing adj. 令人信服的
adoptive adj. 有收养关系的	a convincing speech / argument 有说服力的讲话;言之成理
adoptive parents 有收养关系的父母	的论据
an adopted child 一个被收养的孩子	
[牛津经典]Having no children of their own, they decided to adopt	※ 活学活用
an orphan. 他们因没有亲生儿女,所以决定领养一个孤儿。	[2010 杭州高二期末]I tried hard to convince him
※ 活学活用	my innocence,
	A. about B. with C. of D. for
(1)[2010 淮安高二质检] After thinking twice, I decided to	5. By coincidence, oil paints were also developed at this time,
the doctor's suggestion and have a rest.	which made the colors used in paintings look richer and dee-
A. adapt B. listen	per. 巧合的是,这一时期油画颜料也得到了发展,它使得
C. ask D. adopt (2)[2010 丽水高二调研]The couple's son treated	绘画的颜色看上去更丰富、更深沉。
them very well in reward for their kindness.	※ 用法归纳
A. adapted B. adoptive	coincidence n, [C, U]巧合(的事)
C. adopted D. adopting	by coincidence 巧合地
3. Rich people wanted to possess their own paintings, so they	[朝文经典] By coincidence, John and I both ended up at
could decorate their superb palaces and great houses, 富人们	Yale, 巧合地,我和约翰最后都上了耶鲁大学。
想拥有自己的艺术品,用来装饰自己的高级宫殿和豪宅。	
	思维拓展
用法归纳	by chance"偶然地;意外地",意同 by accident。
possess ut. 拥有;占有;具有;支配	by design "故意地",意同 on purpose。

爲 活学活用

[2010 聊城高二调研]__

A. By accident

C. By coincidence

born on the same day and in the same year.

possess sth 拥有(某事物); 占有

possession n. [U]拥有; 占有; [pl.]所有物;财产

in possession (of sth) 占有(某物)

in the possession (of sb)/ in one's possession 被某人拥有 take / have possession (of sth) 成为(某物的)所有者; 占有 (某物)

学习札记



____, my deskmate and I were

B. By chance

D. By design

6. Among the painters who <u>broke away from</u> the traditional style of painting <u>were the Impressionists</u>, who lived and worked in Paris, 在那些突破传统画法的画家中有生活和工作在巴黎的印象派画家。

※ 用法归纳

(1)该句是一个因介词提前短语而形成的完全倒装句,句中含两个 who 引导的分别修饰 painters 和 Impressionists 的定语从句。其正常语序是:"The Impressionists, who lived and worked in Paris, were among the painters who broke away from the traditional style of painting"

当表示地点的介词短语或剧词 here, there, out, away, off, in, up, down 以及表示时间的 now, then 放于句首, 且 句子主语是名词时, 句子通常要完全倒装(正常语序中的进行时应换成一般时态)。

[剑桥经典]Out rushed the young mother upon hearing a cry of her child. —听到孩子的哭声,那位年轻的母亲就冲了出去。

(2) break away from 脱离……,从……逃脱,挣脱…… [牛津经典]The prisoner broke away from his guards, 囚 犯从看守者手中逃脱了。

※ 思维拓展

break away 挣脱

break down (机器等)坏掉;出故障;(身体、精神等)垮掉;崩溃;(感情)失控;(谈判、计划等)失败;分解;划分(以便分析、明白)

break up (关系、感情)破裂(with sb);(学校等)放假;解散; 弄碎;驱散

break in 闯入;插话

break into sth 强行进人某处;突然开始(大笑、 唱歌、 欢呼

等)(=burst into)
break off (使某物)折断;中断(某事物)
break out 爆发

※ 活学活用

(1)[2009 福建]For a moment nothing happened . Then ____all shouting together.

A. voices had come B. came voices
C. voices would come D. did voices come

(2)[2006 辽宁] The computer system _____ suddenly while he was searching for information on the Internet.

A. broke down

B. broke out D. broke in

C, broke up 课程达标检测

・能力具体化・

根据课文内容,填入合适的词,使短文连贯完整。

Western art has changed many times in styles, under the influence of the customs and __1_ of a people. During the Middle Ages, the main __2_ of painters was to represent religious themes. And typical paintings then were full of religious __3_. During the Renaissance, people began to __4_ less on religious themes and adopt a more humanistic __5_ to life. In the late 19th century, Europe changed a great __6_, which led to new painting styles. Among the painters, the Impressionists __7_ away from traditional style and were eager to show how light and __8_ fell on objects at different times of day, whose paintings were __9_ at first though accepted by modern art. Who can __10_ what painting styles there will be in the future?

第三学习时间 课程训练 不练不讲

(见活页《金太阳导学测评(二)》)

				预习评	价・探究	评价・拓展	要评价				
完	成比例评	价	j	正确率评价		3	主动性评价	<u> </u>	,	创新性评价	<u> </u>
100%	80%	60%	优秀	良好	一般	活跃	主动	一般	创新	新颖	一般
错题序号					角解法				错	误原因剖	析
小组评记	ž					_					
老师评值	介						-				
自我反复	费										

【注】三个学习过程四个方面的评价视各人情况选择打"√"即可,由学习小组长完成。错题反馈个人独立完成。"小组评议""老师评价""自我反馈"个人根据自我课堂表现填写。

YY-11-XKB-R-选修 6

Period 3 Vocabulary and grammar

100 3 400		
3005	课程学习目标	
	课程学习日标	•学习自主化•
. 500	Michael Committee	. 4. 4 H T P.

- 1. 掌握本课时考纲要求的重点单词、短语以及句型;
- 2. 掌握虚拟语气;
- 3. 在实际应用中巩固所学内容,评价自己学习词汇的效果;
- 4. 培养自己捕捉、理解以及运用语言现象的能力。

第一学习时间 包主预习 不看不讲

8	知	识	体	系	讆	解
200	,,,,	~,	-		-	,,,,

系统形象化。

重点单词	1 adj. 确切的;特定的 3 vt. 雕刻;刻记 5 adj. 过敏性的;对过敏的 7 adj. 敢作敢为的;侵略的;好斗的	2						
重点短语	1. in the活着的;本人	2 example 具体的事例						
重点句型	If you could have three of these paintings on the walls of your classroom, which would you choose? Have you ever wished you could paint as well as a professional artist?							

	A. has	B, had
→ 课堂预习交流 - p-以问责化·	C. will had	D. had had
1. I went to bed early last night, but I wish Iso. A. didn't do B. hadn't done C. haven't done D. couldn't do 2. How I wish everyone a chance to be well-educated.	 I am not free today. and visit some of my A. am; will go C. shall be; go 	

第二學习时间 新知学习 不成

4

重点难点探究

•披能系统化•

1. specific examples 具体的事例

※ 用法归纳

specific adj. 具体的;明确的

be specific to 特有的

[牛津経典]What are your specific aims? 你有确切的目标吗? [牛津经典]The money is to be used for one specific purpose: the building of the new theatre. 这笔钱有专门用途,那就是 建造新剧院。

[现代英汉经典] The poor animal was affected by a disease which is specific to horses. 那个可怜的动物得了一种马才有的疾病。

※ 活学活用

[2010 青岛高二调研] Shall we move from the general to the

A. special

B. specific

C. particular

D. especial

2. Sculpture is the art of making <u>figures</u>, objects, etc out of stone, wood, clay, etc. 雕塑是用石头、陶土等雕刻成画像、物体等的艺术。

※ 用法归纳

figure n. 画像;身材;数字

keep one's figure 保持体态苗条

figure out 算出;解决;理解;明白;领会到

学等

学习札记



[牛津经典]I can't figure out why he quit his job. 我捉摸不透 他为什么要辞掉工作。

[朗文经典]She has a good figure. 她有一副好身材。

[现代英汉经典]I could see a tall figure near the door. 我可以看见门附近有一个高大的人影。

溪 活学活用

[2010 丽水高二质检]She has always kept a slim ______by doing regular physical exercise.

A. body

B. figure

C. appearance D. mind

If Sam were here, he would be so excited about meeting a famous scholar in the flesh. 如果 Sam 在这儿,他会很激动能见到著名学者本人。

🎖 用法归纳

in the flesh 活生生的;亲自(in person);本人 flesh n, 肉;肉体;肌肉

[牛津经典] His appearance in the flesh ended the rumors about his death. 他亲自露面使传说他死亡的谣言不攻自破。 [麦克米伦经典] It was a pleasure to finally meet him in the flesh. 最后能见着他本人真令人高兴。

※ 活学活用

[2010 镇江高二月考]She's more beautiful _____ than in the photo.

A, in the flesh

B. flesh and blood

C. in the person

D, in flesh

4. If you <u>could have</u> three of these paintings on the walls of your classroom, which <u>would you choose</u>? 如果你能从挂在 教室墙上画中选三张,你会选哪三张?

沒 用法归纳

表示现在或将来情况的虚拟条件句:

含义	Ā	协词形式		例句
ax		If 从句	主句	נייניפ
	现在	一般过去时		If we had enough money, we would buy a car, 如果 我们有足够的钱,我们就
		一般过去时	would /	去买一台车。 If it rained tomorrow,
与事实相		were / was	could /	we'd stay at home, 如果 明天下雨,我们就待在家 里。
反	将来	to+动词原	might+	If I were / was to ask,
	107.75	形	动词	would you help me? 假如我要求,你会帮助我
			原形	吗?
		should + 动		If it should be necessary, I could come at six. 如果
		词原形		确有需要,我可以六点钟来。

提示:

(1)虚拟条件从句中常用 were 代替 was。

If I were rich, I would buy you anything you want. 我要

是有钱,会给你买任何你想要的东西。

(2)含有 were 或 should 的虚拟条件句中的 if 可以省略,从句 采用倒装语序,把 were 或 should 提前。

Were she in charge(=If she were in charge), she would do things differently. 如果是她负责,她就会是另一种做法。

(3)不是所有的条件句都用虚拟语气,有可能发生的假设不 用虚拟语气,而用相应的时态表达与过去、现在或将来有 关的假设。

It's raining. We'll get wet if we go out. 现在正在下雨。如果出去的话,我们会被淋湿的。

※ 活学活用

[2010 郑州高二统考] If I ______ you, I _____ it again.

A. am; will try

B. were; would try

C. had been; would have tried

D, should be; would have tried

5. Have you ever wished you could paint as well as a professional artist?

※ 用法归纳

wish 表示不太可能实现的愿望,其后宾语从句中应用虚拟语气:

含义	动词形式	例句
针对现状表 达愿望(与事 实相反)	一般过去时	I wish I were (was) rich! 我希 望我富裕。
对过去发生 的事情表示 遗憾或后悔	过去完成时	She wished she had stayed at home. 她懊悔当时要是在家就好了。
针对将来表 达愿望(可能 性极小)	would / could / might + 动词原形	I wish that I could afford a new car. 我希望我能买得起一辆新车。 I wish he wouldn't go out every night. 他要是每天晚上不都出去就好了。 She sincerely wished that she might do something to comfort him. 她真切地希望能做点什么来安慰他。

提示:

(1) wish 后的宾语从句常用 were 代替 was。

I wish Tesla were here now. 但愿 Tesla 现在就在这儿。

(2) 动词 hope 后面不用虚拟语气,而用相应的时态表达与过