

金太阳

JINTAIYANG DAOXUEAN

导学案

英语 英语2

金太阳教育研究院 编

吉林文史出版社



金太阳教育
JTY EDUCATION

丛书主编 陈东旭

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英语

(必修2)

金太阳教育研究院 编

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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、宁夏进入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入新课标教学,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,激发学生自主学习自信心

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,让老师更轻松地处教,让学生更有效地学。

教育部基础教育课程改革专家组长
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

第一学习时间 自主预习 不看 不讲

知识体系图解 系统形象化

课堂预习交流 知识问题化

课堂预习导学 问题层次化

第二学习时间 新知学习 不议 不讲

重点难点探究 技能系统化

课程目标导学 系统个性化

课程达标检测 能力具体化

同步评估检测

名校同步训练

第三学习时间 课程训练 不练 不讲

《金太阳导学测评》

基础导学测评

能力导学测评

发展导学测评

高考真题鉴赏

第四学习时间 课程评价 日清三思

预习评价·探究评价·拓展评价

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	新颖	一般
错题序号		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“√”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。

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课程纲要

课程概况

课程名称	人教版必修2
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	高一一年级
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·必修2”是在“必修1”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的。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
语言知识	话题 文物的保护;国内外的著名文化遗址	古代奥运会和现代奥运会;奥运精神	信息技术;有关计算机的基础知识和历史	野生动植物保护的重要性	不同种类的音乐
	功能 征求建议和发表看法	谈论兴趣和爱好	做出决定和推论	意图和目的	提出建议;谈论偏爱
	语法 限制性定语从句和非限制性定语从句	一般将来时的被动语态	现在完成时的被动语态	现在进行时的被动语态	定语从句(介词 + which / whom)
语言技能	听 听懂事实和看法	听事件的发展顺序	听文章总结主旨大意	听文章判断主旨大意	听文章总结主旨大意
	说 如何征求建议和发表看法	表达兴趣和爱好	如何做出决定和推论	如何表达意图和目的	如何提出建议和谈论偏爱
	读 阅读信函并了解其内容	读故事并辨认细节	阅读有关机器人的介绍	阅读有关动物灭绝的文章并做出推测	读文章归纳主旨大意
	写 写一篇有关班级辩论的报道	写最喜欢的运动	描述自己心目中理想的机器人	写一封信就动物保护提出建议	写电子邮件,就如何组建乐队征求建议
文化意识	培养和提高学生爱护文物及文化遗址的意识	理解奥林匹克精神,培养学生的参与意识	了解信息技术,提高和培养学生学科学、爱科学的意识	了解动植物灭绝原因,培养学生保护野生动植物的意识	了解各种音乐形式及其历史,发掘学生的音乐才能

学习札记



课程目标

语言知识

1. 语音学习:要紧密结合词汇、对话和课文的教学进行,让学生掌握正确的语音、语调和朗读技巧,在口头表达中做到语音、语调自然和流畅。另外还要注意句子重音的变化对语义的影响等。

2. 词汇学习:在词汇教学中要培养学生科学记忆单词的方法以及根据所了解的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,学生要利用语音规则、对比、联想、归类等方法记忆单词,同时探索适合学生自己的记忆方法。

3. 语法学习:必修2的语法主要是对初中和必修1中所学的语法现象深化和延伸,包括限制性定语从句和非限制性定语从句,一般将来时、现在完成时和现在进行时的被动语态以及“介词+关系代词”构成的定语从句,其中“介词+关系代词”引导的定语从句是难点。

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,同必修1一样,必修2的每一个单元都设定了一个语言的使用范围,围绕一个话题中心设定材料。这些材料的话题多样,内容丰富,语言地道,是学生熟记和模仿的最好材料。

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学生的各种技巧和能力: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,便于培养学生的口语能力。

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,便于激发学生对英语的兴趣,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21课时(具体见目录)。

学习时间安排

学习时间从_____年_____月_____日至
_____年_____月_____日。

内容目录

单元	模块	内容	课时
1	必修2	Unit 1: The Great Wall	4
2	必修2	Unit 2: The English Language	4
3	必修2	Unit 3: The World of Science and Technology	4
4	必修2	Unit 4: The Art of Living	4
5	必修2	Unit 5: The Power of Nature	4
6	必修2	Unit 6: The Beauty of the Earth	4
7	必修2	Unit 7: The Wonder of the Universe	4
8	必修2	Unit 8: The Magic of the Ocean	4
9	必修2	Unit 9: The Mystery of the Past	4
10	必修2	Unit 10: The Future of the World	4

Module One

背景阅读

人们常说,“历史是不能遗忘的”。但我们牢记历史并不仅仅是为了解发生在过去的事实,而是为了更好地把握今天,开创一个更美好的明天。

People often wonder why historians go to so much trouble to preserve millions of books, documents and records of the past. Why do we have libraries? What good are these documents and the history books? Why do we record and save the actions of men, the negotiations of statesmen^① and the campaigns of armies?

Because, sometimes, the voice of experience can cause us to stop, look and listen. And because, sometimes, past records, correctly interpreted, can give us warning of what to do and what not to do.

If we are ever to create enduring peace, we must seek its origins in human experience and in the record of human idealism. From the story of the fortitude^②, courage and devotion

of men and women, we create the inspirations of youth. From stories of the ancient cave dwellers right down to today's environmental activists, history records people's success, intelligence and strength. Surely from these records there can come help to mankind in our confusions and perplexities^③ and in our desires for peace.

The supreme purpose of history is a better world. History gives a warning to those who would promote war. History brings inspiration to those who seek peace. In short, history helps us learn. Yesterday's records can keep us from repeating yesterday's mistakes. And from all these records, we can see the progress of mankind.

[词汇提示]

①statesman *n.* 政治家

②fortitude *n.* 坚韧;刚毅

③perplexity *n.* 困惑;迷惘

Period 1 Welcome to the module

课程学习目标

·学习自主化·

1. 掌握本课时大纲要求的单词、短语和句型。
2. (1) 让学生了解文物的定义。
(2) 通过参与文物被盗的调查,培养学生的参与意识。
3. (1) 激发文化遗产保护意识。
(2) 培养正确对待文化遗产的态度。

第一学习时间

自主预习

不看讲

知识体系图解

·系统形象化·

重点单词	1. _____ <i>adj.</i> 稀罕的;稀有的	2. _____ <i>adj.</i> 珍贵的;有价值的	3. _____ <i>vi.</i> 幸免;幸存;生还
	4. _____ <i>n.</i> 花瓶;瓶	5. _____ <i>n.</i> 朝代;王朝	
重点短语	1. cultural _____ 文物	2. _____ a long time 很长时间	3. Ming _____ 明朝
重点句型	1. Does a cultural relic always have to be rare and valuable?		
	2. Is it enough to have survived for a long time?		
	3. Look at the pictures below and discuss what they are and whether they are cultural relics or not.		

学习札记



完成下列句子

1. 使我高兴的是,他竟在地震中活了下来。

To my great joy, he managed to _____.

2. 众所周知,鱼离开了水只能活很短的时间。

As is well-known, fish _____ for only a short time without water.

3. 他给我买了一只贵重的钻戒作生日礼物。

He _____ diamond ring as a birthday present.

4. 要不要上大学,由玛丽自己决定。

It was up to Mary _____ she would go to college _____.

第二学习时间

新知学习

不议不讲

重点难点探究

·技能系统化·

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

用法归纳

(1) rare *adj.* 稀罕的;稀有的;珍贵的

[朗文经典] This species of plant is becoming increasingly rare. 这种植物正变得越来越稀有。

[牛津经典] It's very rare to find these birds in England in winter. 在英国冬天很难发现这些鸟。

活学活用

Though plane crashes are _____, even so, there should be stricter safety regulations.

- A. rare B. usual
C. single D. common

(2) valuable *adj.* 珍贵的;有价值的

[牛津经典] He was able to provide the police with some valuable information. 他能给警察提供有价值的信息。

[剑桥经典] The book provides valuable information on recent trends. 这本书可就最近的趋势提供有价值的信息。

思维拓展

value *n.* 价值

[朗文经典] The dollar has been steadily increasing in value. 美元的价值稳步上升。

[朗文经典] I hope this book will be of value to both teachers and students. 我希望这本书对老师和学生都有用。

活学活用

This book will be of great _____ to you if you are to travel around the city.

- A. piece B. expense
C. worth D. value

2. Is it enough to have survived for a long time?

用法归纳

survive *vi.* 幸免;幸存;生还

[朗文经典] I don't know how you all manage to survive on Jeremy's salary. 我不知道靠杰里米的薪水是怎么让你们生活的。

[剑桥经典] Of the six people injured in the accident, only two survived. 在事故中受伤的六个人中,只有两个人幸存。

活学活用

Of the over 200 miners trapped by water in a coal mine in Guangdong, how many people _____ the accident?

- A. existed B. stayed
C. lived D. survived

用法归纳

3. Look at the pictures below and discuss what they are and whether they are cultural relics or not.

whether... or not “无论是……或……;是否……”,其引导的句子在该句中作宾语,也可写作 whether or not,此时 whether 不能用 if 代替。

[牛津经典] Whether or not he will stay, I really don't care. 他要留下来还是要走,我真的不在意。

[朗文经典] There were times when I wondered whether or not we would get there. 有时我想知道我们是否能到达那里。

活学活用

I want to know _____ or not you will take part in Mary's birthday party next Sunday.

- A. if B. whether
C. either D. neither

I. 单词拼写

- By pure chance he found the r _____ book he needed in a little store.
- I know all those experiences will become my most v _____ treasure.
- As we know, the Song D _____ contributed three great inventions to world civilization.
- In order to s _____ in the cold winter, bears have to eat a lot of food in autumn.
- The guests like the flowers as well as the v _____ it-self.

II. 根据短文内容选择适当的词填空

within; famous; ancient; survive; well; value; historical; art; ground; different

"Cultural relics" refer to historical and/or cultural relics that (1) _____ within society or are buried under the (2) _____. According to the Law of the People's Republic of China on the Protection of Cultural Relics, the following cultural relics (3) _____ the boundaries (边界) of the

People's Republic of China fall under State protection;

① Sites of ancient culture, (4) _____ tombs, ancient architectural structures, cave temples, stone carvings and mural paintings that are of historical, artistic or scientific value;

② The modern or contemporary important (5) _____ sites, buildings, memorial objects or typical buildings related to major historical events, revolutionary movements, (6) _____ people that are highly memorable or are of great significance (重要性) for education or for the preservation (保留) of historical data;

③ Valuable works of (7) _____ and handicraft articles dating from various historical periods;

④ Important documents as (8) _____ as manuscripts (手稿), books and materials, etc., that are of historical, artistic or scientific (9) _____ dating from various historical periods, and typical material objects reflecting (反映) the social system, social production or social life of various nationalities in (10) _____ historical periods.

第三学习时间

课程训练

不练不讲

(见活页《金太阳学测评(一)》)

第四学习时间

课程评价

日清三思

预习评价·探究评价·拓展评价											
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	新颖	一般
错题序号		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“√”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

课程学习目标

·学习自主化·

1. 掌握本课时大纲要求的单词、短语和句型。

2. (1) 让学生了解有关琥珀屋的轶事。

(2) 通过阅读了解作者对琥珀屋的态度。

3. (1) 激发文化遗产保护意识。

(2) 培养正确对待文化遗产的态度。

第一学习时间

自主预习

不看 不讲

知识体系图解

·系统形象化·

重点单词	1. _____ <i>vt.</i> 使吃惊; 惊讶 3. _____ <i>n.</i> & <i>vt.</i> 设计; 图案 5. _____ <i>v.</i> 装饰; 装修 7. _____ <i>vt.</i> 移动; 搬开 9. _____ <i>prep.</i> 值得的; 相当于……的价值	2. _____ <i>vt.</i> 挑选; 选择 4. _____ <i>adj.</i> 奇特的; 异样的 6. _____ <i>n.</i> 接待; 招待 8. _____ <i>adj.</i> 以前的; 从前的 10. _____ <i>adj.</i> 本地的; 当地的
重点短语	1. in _____ of 寻找 3. in _____ 作为报答; 回报 5. _____ than 少于	2. _____ to 属于; 为……的一员 4. at _____ 处于交战状态
重点句型	1. Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such an amazing history. 2. Later, Catherine II had the Amber Room moved to a palace outside St Petersburg where she spent her summers.	

课堂预习交流

·知识问题化·

根据课文内容回答下列问题

1. How long did it take the artists to build the Amber Room?

2. What did the Czar give the King of Prussia in return?

3. Who is believed to have stolen the Amber Room?

4. How did the Russians and Germans build a new Amber Room?

第二学习时间

新知学习

不议 不讲

重点难点探究

·技能系统化·

1. in search of the Amber Room

in search of... = in one's search for... 寻找……

用法归纳

[牛津经典] She went into the kitchen in search of a drink. 她走进了厨房想找点喝的。

[柯林斯经典] They wanted the settlers to go there in search of gold. 他们想让殖民者去寻找金子。

思维拓展

search sb / sth 搜查某地或搜身,其后直接跟表示房屋、人身、衣袋等名词作宾语。

search for sb / sth 寻找或搜索某人或某物

search... for 在……里面寻找……

[剑桥经典] The police searched the woods for the missing boy. 警察在树林里寻找丢失的男孩。

[牛津经典] His house had clearly been searched and the book was missing. 他的房子已经经过仔细搜查,那本书的确不见了。

活学活用

[2008 湖南] _____ the website of the Fire Department in your city, and you will learn a lot about firefighting.

- A. Having searched B. To search
C. Searching D. Search

2. Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such an amazing history.

用法归纳

“could / can + have + 过去分词”常用于疑问句和否定句中,表示对过去发生的事情的推测。

He couldn't have gone to Taj Mahal, as I saw him just now. 他不可能去了泰姬陵,因为我刚刚看见了他。

They can't have heard us talk about Mogao Caves because of the loud noise from the river. 他们不可能听到了我们谈论莫高窟,因为河边的噪声很大。

活学活用

[2009 江苏] He did not regret saying what he did but felt that he _____ it differently.

- A. could express B. would express
C. could have expressed D. must have expressed

3. The amber which was selected had a beautiful yellow-brown colour like honey.

用法归纳

select *vt.* 挑选;选择

select... for... 为……选择

select sb / sth as... 选择……作为……

select sb to do 选择某人做……

[朗文经典] He had hopes of being selected for the national team. 他希望入选国家队。

[牛津经典] Six theatre companies have been selected to take part in this year's festival. 六家戏剧公司入选参加今年的节日。

易混辨析

choose, select 和 elect

choose 选择;挑选,有时也表示“推选;选举”的意思,但一般表示范围很小,普遍的选举,没有 elect 正式。

select (精心地)挑选;选定,具有“精选”的意思,是指从同类的许多东西中仔细辨别后选择,挑选最合适的。

elect 选举,一般是较大范围的具有正式手续的选举。

[柯林斯经典] Atlanta was chosen as the site for the 1996 Olympic Games. 亚特兰大被选为 1996 年奥林匹克运动会的举办地。

[剑桥经典] The team elected one of its members to be their spokesperson. 这个队选择他的一个成员作为发言人。

活学活用

Obama was awarded the Nobel Peace Prize about one year after he was _____ President of the US in October 2008.

- A. selected B. chosen
C. elected D. respected

4. The design of the room was in the fancy style popular in those days.

用法归纳

design *n.* 设计;图案;构思

vt. 设计;计划;构想

[朗文经典] Some changes have been made to the computer's basic design. 电脑的基本设计已经做了些改变。

[牛津经典] They asked me to design a poster for the company. 他们让我为公司设计一张海报。

活学活用

—What does your brother do?

—He _____ dresses for a famous company.

- A. invents B. designs
C. forms D. shapes

5. In return, the Czar sent him a troop of his best soldiers.

用法归纳

in return 作为报答;回报,后接名词时要加介词 for。

in turn 依次;轮流

学习札记



[朗文经典] He is always helping people without expecting anything in return. 他总是帮助别人而不图回报。

[牛津经典] Can I buy you lunch in return for your help? 我能给你买份午餐来报答你对我的帮助吗?

[朗文经典] Each of us in turn had to describe how alcohol had affected our lives. 我们每个人都轮流描述酒是如何影响我们的生活的。

活学活用

We offer an excellent all-round education to our students. _____, we expect students to work hard.

- A. In turn B. In return
C. In reply D. In need

6. Later, Catherine II had the Amber Room moved to a palace outside St Petersburg where she spent her summers.

用法归纳

句中的 had the Amber Room moved to the palace 是“have sth done”结构, have 不是“有”的意思, 而是作使役动词, 意为“使、让、叫”, 后跟复合宾语, 即: “宾语+宾语补足语”表示“请人做某事”之意。另外, have sth done 还可表示“遭遇某种(不幸的)事情”, 说明宾语的一种无意识的被动行为。

[柯林斯经典] The king had the pyramid built so that he could come back to life after death. 国王让人建造金字塔以便他能在死后复活。

[朗文经典] She had all her jewellery stolen when she was away on holiday. 她外出度假时, 珠宝被盗了。

[剑桥经典] He had his arm broken when he was riding on the street. 他在街上骑车时把胳膊摔断了。

活学活用

[2010 山东烟台统考]—Did you repair your computer yourself?

—No. I had it _____.

- A. repair B. to repair
C. repairing D. repaired

7. There is no doubt that the boxes were then put on a train for Kongsberg, which was at that time a German city on the Baltic Sea.

用法归纳

doubt 在句中用作名词, 意思是“疑问”, 后跟 that 引导的一个同位语从句, 说明 doubt 的具体内容。

doubt 也可作动词, 意为“怀疑”, 后接宾语从句的时候, 要注

意宾语从句引导词的选用。在肯定句中, 从句常用 whether, if, when, what 等连接; 在疑问句、否定句中, 从句常用 that 引导。

[朗文经典] There's no doubt that in the near future a cure will be found. 毫无疑问, 在不远的将来治疗的药物会被发现。

[朗文经典] You can complain, but I doubt if it'll make any difference. 你可以抱怨, 但是我怀疑是否有意义。

[柯林斯经典] I never doubt that he can succeed. 我从未怀疑过他会成功。

用法拓展

no doubt 毫无疑问

in doubt 可怀疑的; 不能肯定的

beyond doubt 无疑地; 确实

活学活用

There is no _____ that happiness is the most precious thing in the world. Without it, life will be empty and meaningless.

- A. doubt B. wonder
C. problem D. way

8. Is it worth rebuilding lost cultural relics such as the Amber Room or Yuan Ming Yuan in Beijing?

用法归纳

worth prep. 值得的; 相当于……的价值, 其后通常接钱数或动词的-ing 形式的主动形式表达被动含义。

[朗文经典] The house must be worth quite a lot of money now. 这所房子现在一定值很多钱。

[麦克米兰经典] We believe that our freedom is worth fighting for. 我们认为我们值得为自由而战。

活学活用

In my opinion, this kind of thing is not worth _____.

- A. to worry B. worrying
C. to worry about D. worrying about

课程达标检测

·能力具体化·

I. 完成句子

1. 到那时为止, 他们寻找金子的运气不佳, 并且已身无分文。
So far, they have been unlucky _____ and have no money left.

2. 尽管他帮助了我, 但从不要回报。

Though he helped me a lot, he never _____.

3. 这两个国家已交战多年了。

The two countries _____ for many years.

4. 即使在最好的情况下,我们也无法在少于三天的时间内完成。

Even under the best conditions, we couldn't _____.

5. 毫无疑问,你可以把这本杂志带出阅览室。

_____ that you can take the magazine out of the reading-room.

6. 布朗先生走进了花园,在那里他种了一棵树。

Mr Brown went into the garden _____.

7. 房子看上去很美,因为它装饰了彩灯。

The house looks beautiful because it has been _____.

8. 他的汽车出毛病了,需要找人修理。

There is something wrong with his car and he must _____.

9. 你本来可以找他寻求帮助的,因为他在家。

You _____ for help because he was at home.

10. 剩下的挖掘工作等着明天做。

The rest of the excavation work remains _____.

II. 根据课文内容填入适当的词

The Amber Room sent by the King of Prussia to the Russian people is (1) _____ one of the most important (2) _____ relics. Amber looks very much like stone, but it can be (3) _____ into any shape when heated. The (4) _____ of the room was very popular in those days.

The King of Prussia was a friend of Peter the Great. In order to show his friendship, he gave it to Peter the Great as a (5) _____ and Peter the Great gave 55 of his best soldiers to him in (6) _____. At first, the room was used as a (7) _____ hall.

In 1941, the two countries were at (8) _____. So the Russians (9) _____ the furniture from the room and the Amber Room was taken into pieces and there in no (10) _____ they were taken by train to Germany. After that, no one knows where the Amber Room is.

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)》)

第四学习时间 课程评价 日清三思

预习评价·探究评价·拓展评价											
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	新颖	一般
错题序号		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“√”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 3 Vocabulary and grammar

课程学习目标

·学习自主化·

1. 掌握本课时大纲要求的单词、短语和句型。
2. 理解定语从句的含义和句型结构。
3. 培养参与意识与合作精神。

第一学习时间

自主预习

不看 不讲

知识体系图解

·系统形象化·

重点单词	1. _____ <i>adv.</i> 分离地; 分别地 3. _____ <i>n.</i> 城堡 5. _____ <i>n.</i> 珠宝; 宝石	2. _____ <i>n.</i> 绘画; 画 4. _____ <i>n.</i> 风格; 风度 6. _____ <i>n.</i> 艺术家
重点短语	1. take _____ 拆开 3. be _____ of 用……制作	2. no _____ than 仅仅 4. take _____ 拿走
重点句型	The king whose palace was decorated with gold and jewels had many beautiful art objects.	

课堂预习交流

·知识问题化·

1. Tom failed in the final exam _____ was very difficult.
Tom failed in the final exam, _____ made his father unhappy.

2. Mary has a brother _____ is now studying in the USA.
Mary has a brother, _____ is now studying in the USA.

第二学习时间

新知学习

不议 不讲

重点难点探究

·技能系统化·

1. Which computer does this mouse belong to?

用法归纳

belong to 属于; 是……中的一员, 是不及物动词短语, 不能用于被动语态, 也不能用于进行时。

[牛津经典] As we know, lions and tigers belong to the cat family. 众所周知, 狮子和老虎是猫科动物。

活学活用

[2009 重庆] Professor Williams keeps telling his students that the future _____ to the well-educated.

- A. belongs B. is belonged
C. is belonging D. will be belonged

2. The old man saw some Germans taking apart the Amber Room and removing it.

用法归纳

take apart 拆开, 宾语是代词时要置于 take 和 apart 之间。

[柯林斯经典] When the clock stopped he took it apart to find out what was wrong. 当时钟停了后, 他把它拆开看看出了什么毛病。

[朗文经典] The boy took apart the toy, but failed to reassemble it. 这个小孩把玩具拆开了, 却不知道如何再组装起来。

思维拓展

fall apart 崩溃; 土崩瓦解
set apart 使分离