

STUDY IN AUSTRALIA

澳大利亚中学英语

Australian Middle School English

(英联邦国家初级语言课程)

教学参考书

Teachers' Reference Book

Advancers A



西安交通大学出版社

Australian Middle School English Course

Foreword

Students in China who are in the Middle School (12 to 15 years old) and learning English as a foreign language want and deserve high-quality education and assessment. A new program named Australian Middle School English (AMSE) has been developed specifically for these students.

The AMSE is a three-year education program with a distinctly Australian flavour. The course follows the lives and adventures of two Chinese students studying and living in Australia. It introduces students in China to Australian culture, customs, and language. Students improve their English in the AMSE as they learn about things as diverse as Australian animals, money, expectations in an Australian classroom and what it is like to stay with an Australian 'homestay' family. It also gives students knowledge about some of their more important legal rights and responsibilities in Australia; further prepares them to take their place in a global environment and teaches them how to be successful students in an Australian secondary school.

The AMSE materials have been produced through collaboration between highly qualified and experienced Chinese and Australian educators. The Australian collaborators are based at the Adelaide Secondary School of English (ASSE) in South Australia. The ASSE has been successfully preparing students with minimal English for secondary school since the 1970s. In 2002, ASSE received accreditation and international acclaim from the European Council of International Schools, joining an elite group of just 200 around the world recognised for their exceptionally high standards.

I am sure the AMSE examinations, which have been specifically tailored for the schools sector, will meet the changing needs of Middle School students in China, many of whom want to have a 'study-abroad' experience and learn English in an English-speaking country like Australia. The AMSE will help them to greatly improve their use of English and also prepare them for living and studying in Australia.

Students who successfully complete this course will improve their use of the English language to the point where they may be able to achieve an IELTS score as high as 4.5. This will provide a solid foundation upon which students may build their desired levels of proficiency in English. It also means that they will be sufficiently prepared to enter an Intensive Secondary English Course (ISEC) and to pursue further studies in Australia.

I am pleased to present the Australian Middle School English to Middle School students in China. Should you decide to participate in this excellent program, I can assure you that you will be warmly welcomed in Australia, and in particular, Adelaide, South Australia.



**PREMIER
GOVERNMENT OF SOUTH AUSTRALIA**

序 言

中国广大的适龄学生和英语爱好者一直希望能接受到出色的英语教育内容和专门的英语水平测试。澳大利亚中学英语（简称 AMSE）就是基于此应运而生的，同时也是专为中国的学生量身订做的。


“澳大利亚中学英语”课程是一个为期三年的教育项目，它具有鲜明的澳大利亚特色。课程是以在国外学习和生活的两个中国中学生的经历为主线，向中国学生介绍澳大利亚的环境、文化、语言和习俗。在学习澳大利亚中学英语的过程中，你可以接触到澳洲生活的方方面面，像动、植物、钱物、学校课堂以及寄宿家庭生活等细节，并通过这些真实场景来提高英语水平。学生们还能了解到身处澳大利亚时所必须掌握的一些重要的法律权利和义务，进而强化在国际环境中的生存意识，掌握在澳大利亚的中学里成功学习的方法。

澳大利亚中学英语的教材是由资深的中澳教育专家共同合作完成的。澳洲合作方是位于南澳大利亚州首府阿德莱德市的阿德莱德英语中学和南澳大利亚州教育部国际署。自从二十世纪七十年代以来，阿德莱德英语中学专门致力于中学基础英语教学和研究。2002年，它还获得了国际学校欧洲理事会的认证和表彰。获此殊荣的学校在全球仅有200所。阿德莱德英语中学正是凭借着其突出的教学标准和教学质量成功地跻身于这一精英集团。

澳大利亚中学英语考试是专门为中学生和英语爱好者所设计的。对于那些想获得海外学习经验并想在像澳大利亚这样的英语国家学习中国中学生，我深信澳大利亚中学英语考试将会满足他们不断发展的需要，大大提高他们的英语应用能力，同时也为他们在澳大利亚的生活和学习做好准备。

成功完成澳大利亚中学英语课程的学生，其英语水平有可能取得雅思考试4.5分的成绩。这意味着他们已经为未来更深层次的英语学习打下了坚实的基础，也为将来到澳大利亚深造做好了充分的准备。

我很高兴把澳大利亚中学英语推荐给中国的中学生。欢迎同学们访问澳大利亚，访问阿德莱德。



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南澳大利亚州州长

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《澳大利亚中学英语》是澳大利亚南澳州政府教育部和中国教育部考试中心与北京新知堂教育网络技术有限公司合作推出的中学英语语言课程，适合于有意赴澳洲或其他英联邦国家留学的中国初中生、高中生及适龄学生。学生在中国报名参加学习。所有完成学业、参加考试且成绩合格的学生，均可获得澳大利亚南澳州教育部颁发的英语课程结业证书。

夯实语言基础和提高运用能力是外语语言教学不可或缺的两个基本条件。一方面，没有语言基础的实际运用如同无源之水，能力的提高也将受到制约。另一方面，脱离了实际运用的语言，片面强调基础，也会把语言教学引入死胡同。因此，如何很好地兼顾二者并使之水乳交融一直是外语语言教学中的一个重要课题。《澳大利亚中学英语》就是在这样的指导思想下进行创作的。

同时为了更好地帮助教师了解《澳大利亚中学英语》各级别的教学内容、教材编排和教学目的等相关内容，以便顺利地进行教学活动，特此编写了与之配套的《澳大利亚中学英语教学参考书》供广大教师教学时参考。

《澳大利亚中学英语教学参考书》主要包括的内容有：教学目的和要求、重要句型、重要词汇、教学用具准备、教学方式建议、文化注释及背景、语言注释、语法内容补充、教学活动补充、练习答案和原文翻译。本书在编写过程中体现了以下特色：

1. 教学参考书与教材密切配合。根据各单元不同的教学内容，编写详细的教学建议和教学计划，便于教师备课时查阅。

2. 加强了对教材的具体分析。突出教材各部分的作用、前后联系、编排顺序，并注明练习题的编排意图和要求。

3. 提出符合教学实际的可行建议。特别重视现代教育、教学理论在实际教学中的指导作用，启发和引导学生，积极思考，努力实践，以此来提高学生的语言应用能力。

使用本书时，教师应根据自身的特点以及学生的实际情况，灵活地运用书中的相关内容，充分调动学生的主动性和积极性，努力培养学生的创新意识和实践能力，全面提高学生在真实情景下应用语言的能力。

本书由首都师范大学英语教育系副教授邱耀德先生主编，首都师范大学外国语学院英语教育系讲师宫正执笔，首都师范大学外国语学院常务副院长杨阳教授审校，澳大利亚南澳州阿德莱德英语中学的资深教师 Mark Taylor 先生也审阅了部分文稿。参与本书编写的还有蒋童、潘淑敏、任真、王月平、周晋英和赵秦岭等各位老师，在此一并表示感谢。最后，希望读者把发现的问题及时告诉我们，以便不断完善这套教学参考书，使其发挥巨大的指导作用，使之成为中国学子走出国门、走向世界的桥梁。

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Unit 1 Back to school



《《教学目的和要求》》

Teaching aims and demands

- 复习一般过去时和现在完成时的用法，并对过去的经历进行描述、比较
- 学习电话用语
- 掌握一般将来时的用法
- 学会谈论日程安排，掌握有关比较、喜庆的说法
- 了解有关各种夏令营的情况，培养学生利用课外活动进行学习、提高能力的意识



《《重要句型》》

Key structures

Where did you spend your summer holiday?
Have you ever been out of town (airsick)?
Hello, is Zhang Shan there?
Speaking.
What subjects do we have on Wednesday afternoon?
I tend to be tired...and ought to go out...
Hope you'll enjoy yourself.
That's what I want, too.
... "Fitness" something



《《重要词汇》》

Key words and expressions

summer camp, summer (winter) holiday, travel, airsick, bus sick, sightseeing, mountain climbing, hiking, horse-riding, canoeing, kite-flying, rock-climbing, semester, school timetable, school schedule, favourite subject, hate



《《教学用具准备》》

Materials for teaching

挂历，有关寒、暑假活动或夏令营（冬令营的）照片和招贴画，新学期的课表，空白的课表等



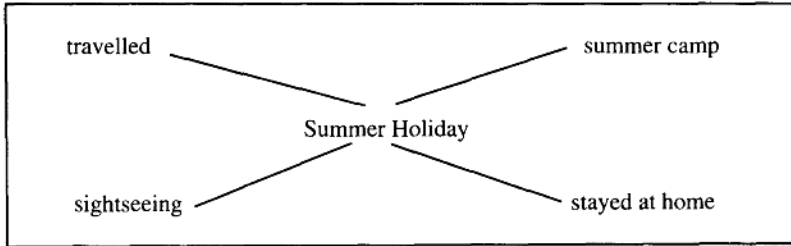
《《教学方式建议》》

Suggested teaching methods

上课前，教师可要求同学们从家里拿来自己在暑假或寒假期间拍摄的照片或录像带，尤其鼓励那些参加过夏令营或冬令营的同学带来相关的照片、录像、小册子、纪念品等。

本课开始时，教师可以向同学们问候。Hi, boys and girls. Welcome back to school. Did you have a good time during your summer holiday? 然后，让同学们拿出自己带来的照片并问全班，Who would like to tell us about your holiday? 再问，Where did you go?

What did you do? 教师可在黑板中间写上 Summer Holiday, 然后找 3 - 4 个同学一边展示照片, 一边介绍自己在假期里的生活。教师在黑板上把同学们做的事写下来, 如下图所示:



接下来, 教师可以鼓励大家说, Your summer holiday all sounds interesting. But it's over and the new semester starts. 教师拿出一个挂历问, Who can tell me which day is the school opening day? 由此进入第 1 部分的问答练习。完成这一热身活动后, 教师可以说, Yes, the new semester starts. All the students come back to school. I know two students. Their names are Li Meng and Xiaohong. They had a good time during the summer holiday. And now, let's see how they spent their summer holiday. 教师由此引入第 1 部分的对话, 可先带领大家读两遍, 注意较长句子的读法。然后请同学们结对, 分角色朗读。

完成第一个对话后, 教师要求学生与 partner 讨论自己的假期生活, 互问 Where did you spend your summer holiday? 并完成第 2 部分——Ask, then write。在进行第 3 部分, 即听力活动之前, 教师应帮助学生熟悉将要出现的五组动词词组, 解决其中的生词, 然后再放录音。

接下来, 在进行第 4 部分之前, 教师可以说, During summer holidays, many students, such as Li Meng and Xiaohong in the dialogue, preferred to go to summer camps. Do you like to go to summer camps? Do you know there are different kinds of summer camps and you can do different things there? Please have your books closed and just listen to the tape. You can take notes and find out what children do in their summer holidays.

播放第 4 部分磁带二至三遍后, 教师可以组织学生口头回答短文后的问题, 这样可以培养学生的听说能力。讨论结束后, 再让学生打开课本, 阅读短文, 并笔头完成短文后的问题。

完成第 4 部分后, 教师可跳至第 8 部分并对学生说, Now, please turn to Part 8 on page 6. First, read the passage and answer the questions. Then, discuss your answers with your classmates.

教师可结束有关夏令营的讨论, 将话题引入新的学期。So now, we are all back to school. In the new semester, we have a new schedule. Who can tell me how many subjects we have for this semester and what they are? 教师帮助学生复习课程的名称, 并把这些单词写在黑板上。然后, 教师说, Now we will do something interesting. I will let you design your own school timetable, your favourite one! 教师将学生分成小组, 每组四人, 并给每组一张空白的课表(打在 A4 纸上), 要求学生完成第 5 部分的课表设计并讨论设计思想, 鼓励学生使用下列词汇: like, enjoy, interesting, exciting, play。课表设计好后, 教师可以就新课表向同学们提问, What subjects will you have on Wednesday afternoon? What's for Thursday morning? 教师帮助同学们熟悉这两个句型后再进入第 7 部分的学习。

学习第 7 部分时, 教师要强调打电话的说法。问“某某在吗?”要说 Is...there?/ Is...in?/ May I speak to...please? 回答时应说 This is...speaking./ Speaking. 教师应向同学们指出, 习惯上打电话不应使用“Are you...?”“I'm...”句型。本部分中第二个重点是询问课表, What subjects will we have on Wednesday afternoon? What's for Thursday afternoon? 完成对话后,

教师可拿出新学期的课表，由学生互相提问，操练这个句型。此对话的第三个重点是对一般将来时的学习。学习完对话后，教师可启发学生总结出一般将来时的形式，即：will + 动词原型（+ 表示将来的时间短语），如图所示。教师可要求学生在对话中找出带有一般将来时的句子。



为了培养学生独立学习的能力，教师可鼓励学生结对学习第9部分，要求他们遇到生词自己查，并找出自己认为重要的句型。学生独立回答完对话后的问题后可与同伴校对答案。教师应在学生自学时在教室里巡视，回答学生的问题。最后，教师要对学生的活动做出总结，与同学们一起归纳出本对话的重点：1) 一般将来时的使用 2) 对喜好、厌恶的说法：...is my favourite subject./ You hate... / I love... 3) 重点句型：Hope you'll enjoy yourself./ Do you want to run now yourself?/ Have you got something nice this semester? 教师可让学生做Task 4，即有关 something 的练习。



《文化注释及背景》

Notes to cultural background

Note 1.

For countries in Northern Hemisphere, fall starts in late August or early September. But for countries in Southern Hemisphere, such as Australia and New Zealand, autumn starts in March. Therefore, the time for summer holidays in China is different from that in Australia. While Chinese students swim in their summer camp, Australian students might go skiing in their winter camp. As Chinese students, you can still go to a summer camp during your winter holidays. How? Well, that's easy. Just go to a summer camp in Australia or New Zealand! It must be fun.

Note 2.

Study tours have become more and more popular. During winter holidays or summer holidays, many Chinese high school students, now, even primary school pupils, go to England, Australia, Japan, New Zealand, etc. for study tours. These programs provide an opportunity for children to practise the foreign language they have learned, to better understand the culture of the language, and to make friends with people in the country. Normally, students go to classes in the morning and go for excursion in the afternoon. What's more interesting, study tours usually offer home-stay, which means the students stay with a local family. The students and the family have meals together and go shopping together. On weekends, the home-stay parents might take the students for more sightseeing. Isn't that interesting?



《语言注释》

Notes to difficult language points

1. the use of "something"

Ask students to find the use of "something" in this unit.

e.g. One of my friends went to a camp called "Fitness" something. (Part 1)

Everybody can find something interesting to do. (Part 4)

That's something I like too. (Part 7)

Have you got anything nice this semester? (Part 9)

2. It's about time to do something.

e.g. It's about time to go to bed. (Part 9)

It's about time to go to school.

It's about time to leave for the airport.

3. tend to do sth.

e.g. I tend to be tired by then. (Part 7)

They tend to have a rest after finishing this exercise.

4. ought to + verb

e.g. I tend to be tired by then and ought to go out and do something. (Part 7)

You ought to finish your homework on time.

We ought to talk more to native speakers.

5. the use of reflexive pronouns "oneself"

e.g. Hope you'll enjoy yourself. (Part 9)

Do you want to run now yourself? (Part 9)

Please do it yourself!

Other reflexive pronouns can be introduced:

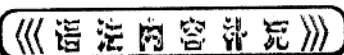
myself, himself, herself, itself, ourselves, yourselves, themselves

6. the use of relative clauses using "what"

e.g. That's what I want, too. (Part 1)

He usually follows what the teacher says.

That was what she wrote in the letter.



Grammar supplementary

一般将来时的练习：

Look at the new timetable for this semester. Write down the answers to the following questions.

1. What subjects will you have on Monday?
2. What subjects will you have on Thursday afternoon?
3. What will you have on Friday morning?
4. When will you have PE?
5. When will you have English?
6. Will you have Chinese on Tuesday afternoon?
7. Will you have math on Wednesday morning?
8. Will you have fun this semester?

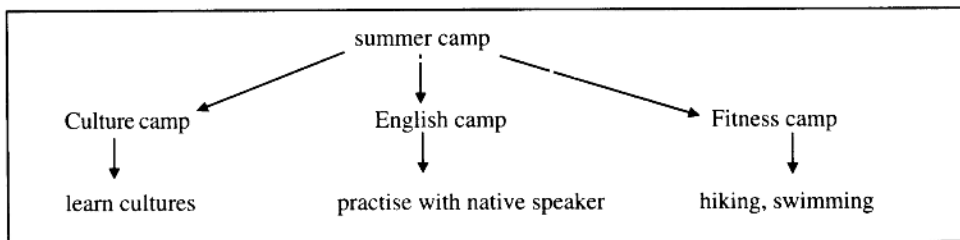


教学活动 1 Exhibition

教师要求同学们从家里拿来自己在暑假或寒假期间拍摄的照片或录像带、旅游纪念品等。教师可让学生利用这些物品在教室里办一个小型“假期活动展”，使学生在学完本课有关对过去的经历进行描述、比较的内容后用这些鲜活的资料谈论自己的假期生活。同时，展览也能为本课的开始创造较好的氛围。教师可让学生轮流扮演小小解说员，介绍自己的假期生活，回答大家提出的相关问题。

教学活动 2 Summary

教师要求学生参看第1部分的对话和第4部分的短文，共同总结出夏令营的特点和活动。如有条件，教师也可拿出一些介绍夏令营的招贴画、图片或照片，使描述更加鲜活。教师把 summer camp 写在黑板中间，问学生一些问题，如：Can you tell me the different types of summer camps? What various programs do summer camps offer? What are the advantages and disadvantages of going to summer camps? What kind of summer camp do you like to go and why? 板书可如图所示：



教学活动 3 Advertise your summer camp

完成本课之后，为了帮助学生更好地掌握和使用有关夏令营的词汇和描述，教师可把学生分成小组（每组3-4人），自己制作夏令营的广告，包括活动内容、特色、时间、地点、价格等。

教学活动 4 Ask about the timetable

本课第5部分是由学生以个人或小组的形式制定新课表。如果是以组为单位，教师可请学生把本小组设计的课表抄在自己的书上，然后请每个学生向其他小组的成员提问，使用句型 What subjects will you have on...? What's for Monday morning? 这样可以产生真实的交流。



3 Listen and tick.

Tim
 read detective books

taught karate

went to a concert

Jane
 read detective books

taught karate

went to a concert

travelled overseas

travelled overseas

saved endangered animals

saved endangered animals

4 Listen, read and then write.

What do most summer camps do?

② Most summer camps combine learning and sightseeing to attract more students.

What various programs do summer camps offer?

③ Summer camps offer various programs from arts and crafts, computer skills, putting on short plays to horseback riding, sailing, rock climbing and swimming and many others.

Where are summer camps usually held?

④ Summer camps are usually held in local places. The place is quiet, the scenery is beautiful, the air is fresh and most importantly the surroundings are safe.

In which countries are summer camps popular?

⑤ At present, summer camps in England, America, Australia, New Zealand and France are very popular.

6 Mix and match.

1. C 2. A 3. E 4. B 5. D

Task 2

Dialogue 1

A: Alice speaking. Is Mary in?

B: Hello Alice. Hold on a second. Mary, you are wanted on the phone.

Dialogue 2

A: Can I speak to Jane please?

B: Sorry, she isn't in.

A: Could I leave a message then?

B: Yes, please. But how do you spell your name?

A: Marina.

9 Listen to the dialogue and write the correct information below.

Xiaohong is looking for her maths book.

Xiaohong likes maths now because Mr. Chen will be teaching her.

In Xiaohong's eyes, Mr. Chen is also a "star" teacher.

Li Meng will have computer class and a new coach.

Li Meng is on his school soccer team.

Li Meng is very good at running.

Xiaohong and Li Meng are talking before they go to bed.

10 Match the following words and write them on the lines below.

summer camp _____

mountain climbing

personal interests _____

soccer team _____

native speakers _____

sight seeing _____

spoken English _____

kite flying _____

school subjects _____

model making _____

Task 4

1. something 2. something 3. something 4. something 5. something 6. something



Translation of the text

夏令 营

对于世界上很多的孩子而言，夏令营越来越受到喜爱。中国的情况也类似。为了增进友谊、积累经验，孩子们每年都要参加夏令营，而夏令营也给孩子们提供了学习学校课程以外知识的机会。

夏令营有很多不同的形式。有些仅仅是为了学习英语口语，并给每组配备一名老外；有些则仅仅是观光旅游。但为了吸引更多学生参加，大部分夏令营都把学习知识与观光旅游结合起来。夏令营的活动多种多样，从工艺美术、电脑操作、学演短剧到骑马、划船、攀岩、游泳等等，每人都能找到自己喜欢的事做。

夏令营往往会在郊外举办。这些地方宁静，风景秀丽，空气新鲜，最重要的是，这些地方安全，因为家长要确保自己的孩子不能生病、不受伤害。

近些年，越来越多的孩子喜欢参加在国外举行活动的夏令营。目前，在英国、美国、澳大利亚、新西兰和法国举办的夏令营最受青睐。因此，选择参加哪一个也成了难题。因为费用、时间、个人喜好或其它原因（如你的伙伴参加了哪个夏令营）都会影响你的决定。

Unit 2 After-school activities



《《教学目的和要求》》

Teaching aims and demands

- 巩固一般将来时的用法
- 掌握对比、比较的说法
- 学习描述频率的词语
- 操练请求的表达法
- 学习使用情态动词 may 以及动名词
- 鼓励学生适当地参加课外活动，发展个人兴趣，成为全面发展的人才



《《重要句型》》

Key structures

I'm interested in almost every one of them.
We practiced three times a week.
I'll stay with maths group this year.
Chinese Painting is scheduled for every Wednesday afternoon.
First, ...Then, ...Finally...
May I have a word with you?
I'm looking forward to it.
We discussed what clothes each one needs for the roles.
... do more good than harm



《《重要词汇》》

Key words and expressions

extracurricular activities, join an interest group, attend after-school activities, singing, dancing, computer skills, drama, photography, pottery design, Chinese Painting, once a week, personal development, community services, volunteer jobs, hands-on experiences, shape the personalities, gain new experience and skills, develop leadership skills, have a strong impact on...



《《教学用具准备》》

Materials for teaching

介绍课外活动、兴趣小组的招贴画、小册子等各种材料，A3 白纸及彩笔，兴趣小组活动申请表

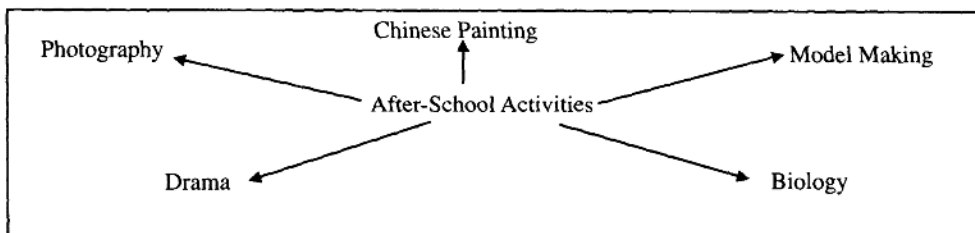


《《教学方式建议》》

Suggested teaching methods

教师可以这样开始, Hi, boys and girls. Last class, we talked about the summer camp and the schedule for the new semester. Do you know besides the school subjects, many students also attend after-school activities? 教师可在黑板上写下 After-School Activities. How many of you attended after-school activities last semester? Raise your hands! Good!

Can you tell me what kinds of activities you went to? 教师可将学生的答案写在黑板上, 如图所示:



And now, here's an example of after-school activities. Can you all turn to Part 2 on page 10? After you read the advertisement, please discuss it with your partner.

So, how many of you are interested in this Ski Program? For those who don't like skiing, here are some more school activities for this semester. Are you interested in any of them? 教师把自己收集来的课外活动和兴趣小组的宣传资料一一展示给学生并做出讲解, 如: This is a Computer Skill Group. You can learn to insert cartoons. They meet only on Monday afternoon and Wednesday afternoon. 如果班级较小, 教师也可以把这些资料分发给 学生, 教师做出一两个范例后, 由学生介绍。该活动进行 3 - 5 分钟左右, 教师将第一部分的学习引入, There are so many interest groups. Perhaps it's hard for you to choose one. Let's first listen to which groups Xiaohong and Zhang Lan are interested in. 播放对话的录音 2 遍后, 教师带读对话并请学生结对朗读。教师还应指出对话中出现的表示频率的表达法: three times a week, once a week, 并补充 twice a week 的说法, 复习第一单元第 7 部分出现的 every other week. 操练完对话后, 教师可让学生完成第 9 部分的练习。

练习完成后, 教师把学生分成小组, 每组四人, 请他们以对话下面的兴趣小组海报及 Part 2 中的广告为例, 设计出 自己的兴趣小组海报。教师把准备好的 A3 白纸和彩笔发给学生。如果授课时间紧张, 该活动可在课下进行。

接下来, 教师可以说, You have done a really good job! Many of the posters seem to be interesting. May I ask two questions now? Why do students attend after-school activities? What are the good things about it? 对此问题, 学生们可以展开一个简短的讨论, 然后教师让学生进入第 4 部分的学习。Now, let's turn to Part 4 and I believe we can find some answers here to our questions. After the study of the passage, can you also finish the exercises in Part 5 and Task 2. 学生完成两个练习后, 教师可以对文章的结构和一些语言点做进一步分析:

1) 篇章结构: 陈述观点时要注意条理性, 可使用 First, ...Then, ...Finally..., 使论点清晰、完整。最后一段开始出现的 Yet 起转折的作用, 引入不同的观点。

2) 语言点: as soon as, differ from, do more good than harm, have a strong impact on., 教师应特别指出情态动词 may 的用法。教师可让学生先在本段文字中画出带有 may 的句子: The following reasons may further explain why after-school activities are popular. Students may further shape their personalities. Useful after-school activities may have a strong impact on students' chances of getting into their ideal colleges or universities. 教师应鼓励学生总结出 may 的用法, 即: may + 动词原型。由于本段中出现了很多非常好的表达法, 如 personal development, community services, volunteer jobs, hands-on experiences, shape the personalities, gain new experience and skills, develop leadership skills 等, 教师应告诉、鼓励学生平时多注意收集、积累、使用地道的表达法, 这样

有利于说出、写出地道的英语，而不是中国式的英语。

接下来，可以转入第7部分对话的学习。可先由教师带读，然后由学生分角色朗读。教师应在此指出可用 May I...提出请求。比如：May I have a word with you? May I sit down? May I have a look at your new watch? 之后，进入第12部分对话的学习和操练。

课程最后，教师可组织学生做一些词性的练习。首先，教师指出本课中出现的一些词既可作名词，又可作动词，如：offer, guess, shape等。接着让学生完成第6部分有关词性的练习。另外，学习新词的时候，教师应提醒学生同时注意记忆它的各个形式，如：名词形式，动词形式，形容词形式。然后请学生完成第10部分。

在做 Task 3 Tic Tac Toe 的时候，教师首先要把游戏规则介绍给学生：学生结成对子，两个人可选择1-9中的任何一个问题问对方，并在问过的问题上做记号，学生A画圈(circle)，学生B画叉(cross)，使自己的三个符号连成一条线的同学为胜方。



《文化注释及背景》

Notes to cultural background

The participation in after-school activities is considered a very important component for school life in Western cultures because it is firmly believed that the involvement in after-school activities may further shape the students' personalities, and help them gain new experiences and skills beyond the classroom, make new friends and develop leadership skills.

Take University of Melbourne in Australia for example. There are over 120 interest groups, clubs and societies on campus, all of which are organised and managed by students themselves. There is a web-site for the clubs and societies which are listed according to the club category type, for instance, African Drumming Club, American History Society, Chess Club, Chinese Culture Society, Chinese Music Group, Debating Society, Hong Kong Students Association, etc. There's so much going on with clubs and societies that it can be hard to keep up. So all the clubs advertise their clubs and publish news on the internet to help their members stay up-to-date on the latest club activities and get-togethers on campus and beyond. Some of the clubs can be contacted via email and most clubs have a mailbox on campus.

If you can't find a club that suits your particular passion, you can find some like-minded mates and start your own! At the University of Melbourne, there are two ways you can go about becoming a club: registration and affiliation. These two processes are quite different, and they entitle the club to different privileges. Registration is a more flexible, informal process for a club to gain benefits associated with the Student Union's support. However it also means clubs are not eligible for financial assistance from the union. If you have any questions on creating a club or group, you can contact the Clubs and Societies administrator.



《语言注释》

Notes to difficult language points

1. as soon as

e.g. As soon as school is over, many students have already packed their schoolbags and dashed out of their classrooms. (Part 4)

As soon as the bell rang, the teacher came into the classroom.

I will tell him as soon as he comes.

2. look forward to sth.; look forward to doing sth.

e.g. I'm looking forward to it. (Part 7)

He's been looking forward to the letter from his parents.

He's been looking forward to hearing from his parents.

3. 由 that 引导的定语从句，只做简单解释，不做深层次的操练

e.g. So you want to choose something that takes less time but not less fun. (Part 1)

I want a group that meets once a week. (Part 1)

4. 总结本课中“参加”的说法

e.g. Ask them to join in. (Task 1)

Xiaohong decides to join the drama group. (Part 7)

They are going to attend after-school activities offered by the school. (Part 4)

More and more students participate in after-school activities. (Part 4)



《《语法内容补充》》

Grammar supplementary

First, find out the use of “may” in this unit.

e.g. The following reasons may further explain why after-school activities are popular. (Part 4)

Students may further shape their personalities. (Part 4)

Xiaohong: May I have a word with you, Mr. Meng? (Part 7)

Mr. Meng: Of course you may.

Now, work with your partner and practise the following short dialogues. Then answer the following questions: Where did each dialogue happen? What was the relationship between the two speakers?

1. A: May I have the bill please?

B: Sure. Just a moment.

2. A: You've been playing this game for nearly an hour! May I have a go?

B: Oh, no! I haven't finished this phase yet.

3. A: Mike! Have you finished your homework? May I have a look at it now?

B: Well, may I have another hour?

A: Another hour? You have been working on it since we finished dinner!

4. A: May I have one hamburger, one serve of French fries, and a small Coke please?

B: Of course.

5. A: When you were explaining the text, I didn't quite follow you. May I now ask you a few questions?

B: Yes, please.