

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 B



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洲教育部国际署。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的中国中学生，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。



迈克·兰  
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科技发展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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### 《《教学目的与要求》》 Teaching aims and demands

- 学习由 what 引导的名词从句
- 练习提出请求、委婉拒绝的表达方法
- 根据本单元的短文, 学习在写作中如何清楚地陈述自己的观点
- 复习电话用语, 练习做电话记录、记电话号码
- 培养学生参加课外活动、全面发展的意识



### 《《重要句型》》 Key structures

But I don't feel like reading anything right now.

Do you feel like a glass of coke?

Speaking of the great outdoors, are you interested in joining a soccer club?

How can I sign up for it?

We can afford that.

Can I take a message?

Let's stay in touch.

I'll pass your message on to Li Meng.

In schools, some students are good at maths while some are good at history.

Even if people make the same efforts, their achievements will probably be different.

In this way, he or she can further develop himself or herself and finally become an expert.



### 《《重要词汇》》 Key words and expressions

soccer club, do something outdoors, play against, membership application form, membership fee, secretary, mention, change room, canteen, meeting room, message, notepad, most of the time, guardian, achievement, personal effort, dedication, generally speaking, even if, however, ignore, gifted, talented, dull, lethargic, curious, devote...to..., seek the guidance of, distinguished artist, constant learning, associate...with..., learn...by heart



### 《《教学用具准备》》 Materials for teaching

网球(或沙包)一个、信封、各种俱乐部的招贴画及小册子、彩笔、白纸



### 《《教学方式建议》》 Suggested teaching methods

教师可以把第1部分中对话前的问题作为热身活动。学生结对, 互相提问, Where do you go if you want to play soccer? Have you ever heard of a soccer club, especially one for primary and high school students? 教师也可以鼓励学生发挥, 问同伴是否参加过其它的俱乐

部,如: basketball club, art club, swimming club, English club等等。讨论进行3分钟左右,转入对话1的学习。教师请学生合上书,认真听对话的录音。听第一遍时不作任何记录,只是了解对话的主要内容。播放第二遍录音时,学生可边听边完成第2部分的练习。完成第2部分的问题后,学生两人一组核对答案。若有问题可参考对话的内容。接着由教师带读对话,然后由学生分角色朗读。教师应指出本对话中的语言点:1) feel like sth./ feel like doing sth.教师应指出like在这里是介词,后面要跟名词或动名词。学生完成第3部分,体会feel like的用法。学生完成了feel like的造句后,教师拿出一个网球(或沙包),掷给一个学生。接到网球的学生要说出自己用feel like造的一个句子,然后再把网球掷给另外任何一个学生。该活动可进行2分钟左右。2) Speaking of...可用来引入一个新的话题。教师需提醒学生,在对话中自然、合理地转换话题的能力在口语表达中也是非常重要的,学生应在本册各个单元的对话的学习中注意观察,并试着在自己与他人的交流中锻炼这一能力。讲完以后教师可让学生完成第5部分有关speaking of的操练。

接下来,教师请学生先独立完成第7部分中的选择,并和同伴讨论。如果两人的选择不同,两人要分别陈述原因。完成此练习后,学生可跳至第6部分,听一听、读一读作者对talent, personal effort 和 achievement 的看法和观点。然后教师播放两遍第6部分短文的录音,并请学生根据文章作者的思想,再次对第7部分的题目做出正误判断。在学生理解短文的基础上,教师帮助学生从文章的结构进行分析,完成第8部分中的concept map。教师可向学生介绍说,学生自己写作时可采用concept map来帮助搭构文章的框架、组织观点、罗列论据,这样可以使自己的陈述清晰、辩论有力。教师请学生再次阅读第6部分中的短文,找出自己认为有用的表达法,如:be good at, be gifted in sth., seek the guidance of, further develop oneself, devote... to sth., set one's mind on doing sth., With hard work,..., Without hard work,...,等。

学习第9部分的对话时,首先由学生默读对话、完成第10部分的练习,并与同桌讨论答案。之后,教师带读。然后,由学生两人一组排练对话。教师还可发给学生一些信封作为道具,这样既可以使表演更加生动、真实,也可以减小学生的紧张情绪。学生准备好后,教师可鼓励他们自愿到前面表演。本对话中还出现了多个名词从句。教师让学生学习第11部分中的例子,并解释说名词从句可以做主语、宾语、表语,而本单元主要操练由what引导的名词从句。如:在所举的例子中,

That's just what I need. (由what引导的名词从句在句中做表语)

Will you please tell him what he asked for is in the mail now? (由what引导的名词从句在宾语从句中做主语)

接下来,教师可让学生在第9部分和第12部分的对话中找出由what引导的名词从句,并指出它们在句子中的成分:

Can you guess what I've done? (由what引导的名词从句在句中做宾语)

That's what I'm going to find out. (由what引导的名词从句在句中做表语)

Will you please tell him what he asked for is in the mail now and I can show him around our club if he feels like it? (该句较复杂,包含两个层次的名词从句,what he asked for from the soccer club is in the mail now and I can show him around our club if he feels like it在主句中作宾语;而在这个宾语从句中又包含两个并列的句子,由and连接;在宾语从句的前半部分里,即:what he asked for from the soccer club is in the mail now还有一个由what引导的名词从句做主语。)

接下来,学生自学第12部分中的对话。教师可要求学生读完第一遍对话之后完成第13部分的telephone message,注意message中的组成部分:“From”, “Time”, “Message”, “Signature”。读第二遍对话时学生需和同伴一起找出本对话中的语言点。然后,两人结对练习



对话，有生词可以查字典，实在不明白的时候再问老师。熟练对话后，学生可以完成 Task 1，注意一边进行对话，一边按照 telephone message 的格式做电话记录。

在学生做第 15 部分的阅读时，教师一定要根据学生的水平限定完成时间，避免学生逐字逐句的阅读，以培养学生扫读和跳读的能力。而且，教师应要求学生先看题，再看广告，这样在阅读时更有针对性。教师还应提醒学生阅读时还要注意题中和广告中的重点词、关键词，必要时可以把这些重点词和关键词划出来。

最后，完成 Task 2、第 4 部分、第 14 部分和第 16 部分。



## 《文化注释及背景》

## Notes to cultural background

### Types of Programs Offered in Clubs

In some communities, boys and girls are left to find their own recreation and companionship in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them. Some clubs and societies offer programs and services that promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. Many programs address today's most pressing youth issues, teaching young people the skills they need to succeed in life, which include the following areas:

#### *Character and Leadership*

Helping youth become responsible and caring citizens and acquire skills for participating in the democratic process is the main thrust of these programs. They also develop leadership skills and provide opportunities for planning, decision-making, contributing to club and community, and celebrating the national heritage.

#### *Education and Career*

These programs help youth create aspirations for the future, providing opportunities for career exploration and educational enhancement. They teach young people setting and achieving their own personal, education and career goals, effective job-hunting techniques and help them develop the skills necessary to be successful once on the job.

#### *Health and Life Skills*

These initiatives help youth achieve and maintain healthy and active lifestyles. There are special programs for boys and girls. For example, a program called Passport to Manhood promotes and teaches responsibility while reinforcing positive behaviour in male club members aged 11-14. Passport to Manhood consists of 14 small-group sessions, each of which concentrates on a specific aspect of manhood through highly interactive activities. Each participant is issued his own "Passport" to underscore the idea that he is on a journey of maturation and personal growth. SMART Girls is a health, fitness, prevention/ education and self-esteem enhancement program for girls aged 10-15. The program is designed to encourage healthy attitudes and lifestyles that will enable early adolescent girls to develop to their full potential.

#### *The Arts*

These initiatives help young people enhance self-expression and creativity, develop multicultural

appreciation, provide exposure to and develop skills in crafts and visual, performing and literary arts.

### ***Sports, Fitness and Recreation***

These programs help develop fitness, a positive use of leisure time, reduction of stress, appreciation for the environment, and social and interpersonal skills. In the USA, the famous national youth basketball initiative, launched by the NBA and the WNBA, connects players, parents and coaches. The program provides unique information within its training guide curriculum. Subjects include advice for coaches from the first practice to the final game, ideas on creating a positive and fun environment for youth and tips for players ranging from skills to sportsmanship.



### **Notes to difficult language points**

1. feel like sth./ feel like doing sth.  
e.g. But I don't feel like reading anything right now. (Part 1)  
Do you feel like a glass of coke? (Part 2)  
He felt like a cold beer after walking two hours in the sun.  
I feel like taking a walk.
  
2. afford sth.  
e.g. We can afford that. (Part 9)  
I can't afford a car.  
Can you afford the expense?
  
3. show sb. around...  
e.g. The secretary will show me around the club's grounds tomorrow. (Part 9)  
Would you like to show our visitors around the school?  
When I am free, I will show you around the city.
  
4. in case  
e.g. Just in case there's any need, I'm Li Meng's guardian. (Part 12)  
Take an umbrella in case it rains.  
The farmers made the fence stronger in case the sheep ran away.
  
5. devote...to sth.  
e.g. If a child is gifted in art, he or she should devote more time and other resources to learning art by attending more art training programs. (Part 6)  
Mike devoted his life to the study of science.  
Albert is a famous professor. He has devoted all his life to education.
  
6. set one's mind on doing sth.  
e.g. If we set our minds on doing a particular thing, I'm sure that we can do it well. (Part 6)  
She has set her mind on becoming a career woman.  
The athlete sets up his mind on getting a gold medal.



## 《《语法内容补充》》

## Grammar supplementary

Please underline the noun clauses and point out the functions in the following sentences.

1. I suppose you can give the club a call and ask them to send you a membership application form.
2. I don't think you'd be interested.
3. You want to tell your friend that you are going to have a football match with Class Two and you want him to be at school at 4 o'clock Monday afternoon.
4. I'm sure that we can do it well.
5. I remember what a good time I had at your party.
6. How a book sells depends on the author.
7. I noticed that he spoke English with an Australian accent.
8. We are glad that you are able to come to the party.
9. How the book will sell depends on the reviewers.
10. The problem is who will water my plants when I am away.
11. I don't know why they called you.
12. She asked me who would look after the baby.
13. Do you know whether the banks are open?
14. I wonder if you can help me.
15. Whether he likes the gift is not clear to me.



## 《《数学活动补充》》

## Extra class activities

### 教学活动 1 Fill out the application form

教师把下面的网球俱乐部申请表印发给学生。学生回家后，和家长一起填写。

Tennis Club

Junior and Parent Membership Application Form

I/ we wish to join Melbourne High Tennis Club as a Junior/ Parent member for the 2002/ 2003 season and agree to abide by the club rules which are on display in the clubhouse.

Junior name: \_\_\_\_\_

Parent name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Junior date of birth: \_\_\_\_\_

Junior signature: \_\_\_\_\_ Date: \_\_\_\_\_

To comply with club rules and LTA guidelines, and for their own safety, junior members **MUST** be accompanied and supervised by an authorised adult (parent or guardian) at all times when they are on and off court. Junior members between the ages of 14 and 18 years may play without supervision

only if we receive written permission from a parent or guardian. Please enclose written permission if necessary with this form. If keys are required for a junior under 14 then the parent/ guardian must retain them.

Parent's/ Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please note:** Junior members and playing parents are to use practice balls—in wire basket. Use three balls per court. Junior visitors must be authorised and supervised.

Please return the completed application part of the form and a cheque payable to the club.

## 教学活动 2 Let's have our own club

学生组成小组，每组四人。教师把白纸和彩笔发给学生。首先，学生在小组内讨论自己将组织一个什么样的俱乐部。教师可将“文化注释及背景”中提到的俱乐部所组织的各种活动向学生做介绍，开阔学生的思路，鼓励他们具有创新性，组织有意义、新颖、实际可行的俱乐部。学生决定了自己要办的俱乐部以后，用英文绘制俱乐部招聘会员广告并设计入会申请表。待所有组完成后，大家将广告贴在校园里或教室里。教师鼓励学生把俱乐部真正地搞起来，活跃他们的课余生活、培养他们的能力。

## 教学活动 3 Look for the club you are interested in

在可以上网的班级中，教师组织学生在网上了解自己感兴趣的一些俱乐部的情况。例如，如果寻找有利于个人发展的俱乐部的资讯，可以登陆 Yahoo, <http://www.yahoo.com>, 在搜索引擎中打入: clubs and personal development; 如果想寻找自己喜欢的体育俱乐部，可以在搜索引擎中输入俱乐部的名称或关键词: Chicago Bulls, Manchester United, Guo'an 等。很多俱乐部还招收会员，如果学生感兴趣，可以下载申请表。



## Keys to the exercises

### 2 Read and decide.

1. circle the head portrait of Daniel
2. circle the head portrait of Li Meng
3. circle the head portrait of Daniel
4. circle the head portrait of Daniel
5. circle the head portrait of Li Meng
6. circle the head portrait of Li Meng
7. circle the head portrait of Daniel
8. circle the head portrait of Li Meng

### 3 Read, find out and write.

1. I don't feel like reading anything right now.
2. Now, do you feel like a glass of coke?

### 4 Test your English.

1. against
2. the

3. with
4. /
5. in

### 7 Circle True or False.

1. circle False
2. circle False
3. circle True
4. circle False
5. circle True
6. circle True

### 8 Look, read and write.

1. Statement    People are different.  
For example: Some people are better singers.  
Some students are good at maths while...  
Reasons:        1. Have different parents.  
                     2. Live in different environments.  
                     3. Some people put more effort into improving themselves.
2. Statement    Personal effort is very important.  
For example: If a child is gifted in art, ...  
Restatement: Achievements come from hard work and constant learning.  
For example: If we set our mind on doing a particular thing, such as learning to spell a new word, we can do it well.  
Restatement: With hard work, ordinary people can become talented people.  
Without hard work, talented people may become dull and lethargic.

### 10 Answer the questions.

1. Xiaohong is curious because she saw some mail for Li Meng from a soccer club.
2. In order to play more soccer Li Meng decided to join a soccer club.
3. The membership fee for a student is \$20.
4. Li Meng doesn't know anything about the club. The secretary will show him around tomorrow.
5. The secretary will show him around the change rooms, a canteen and a meeting room.
6. Li Meng doesn't want to take his sister along because there won't be a game tomorrow.

### 11 Focus on noun clauses.

1. Can you guess what I've done?
2. From what I've heard, clubs are expensive.
3. That is what I'm going to find out.

### 13 Write out the telephone message for Li Meng.

From: secretary of the soccer club

Message: What you asked for from the soccer club is in the mail. The secretary can show you around if you feel like it. Feel free to call 7223 04321. The secretary will be in office most of the time.

Mrs. Davis

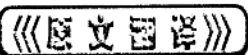
## 14 Listen and write.

88765900 57897644 37867965

65785543 66547899 66447832

## 15 Find information.

1. the KIRINARI SCHOOL 4.5
2. Drama is fun and I have lots of fun doing it.
3. 8339 2444
4. www.optimistickids.com.au 10/13
5. a. Improve their confidence  
b. Improve their results  
c. Develop positive attitudes  
d. Be extended and challenged  
e. Build habits of success



## Translation of the text

### 你有天赋吗？

有些人歌唱得好，而有些人球踢得好。学校里也一样，有的学生数学学得好，而有的则历史学得好。为什么会是这样呢？这是因为人和人生来不同。

我们之所以不同是有原因的，但主要还是因为父母不同，我们所处的环境不同，而且有些人比其他人更努力完善自己。因此，我们每个人都既有所长，也有所短。这些长处与短处的不同意味着即使人们的努力相同，成果也会不同。

如果一个孩子有艺术天分，那么他或她就应该花更多的时间精力等参加艺术培训班，参观艺术画廊，寻求卓越艺术家的指导。这样，才能再图发展，最终成为专家。

不是所有的人都有天赋，可是任何人都能有所成就。成就源自努力的工作和不懈的学习。如果我们下定决心执着于一事，就肯定能将它做好。

就拿学拼生词来说吧。如果我们认真学习这个生词，并把它与我们的日常生活联系起来，就能轻松地记住这个生词。做其他事道理也一样。比如打网球，学功课，学电脑都需要花费时间，反复练习，全心投入。只要努力去做，平常人也能成才；如果不努力，天才也会变得迟钝和懒散。



### 《《教学目的和要求》》

### Teaching aims and demands

- ☞ 学习询问、描述物品的说法
- ☞ 学习赞赏、澄清事实的表达法
- ☞ 练习动名词的使用
- ☞ 复习被动语态的用法
- ☞ 帮助学生了解学习档案(Portfolio)在学习、评估中的重要作用,培养利用多种方式评估自己在学习中的进步的意识



### 《《重要句型》》

### Key structures

But can I take a look at all your portfolios?  
 What do they look like?  
 It's good for evaluating your work and your ability.  
 This big one is for my art class.  
 Your folder looks so good and all the assignments are so neat.  
 Self what?  
 I remember you writing and re-writing it again and again.  
 It's like being your own teacher.  
 That's what's so nice about self-assessment: it makes you think.  
 He thinks relaxing one afternoon is the best way to reward himself.  
 Good for you.  
 Isn't this beautiful! I'm really proud of you.



### 《《重要词汇》》

### Key words and expressions

portfolio, self-assessment, bookshelf, in the middle of the term, assignment, folder, recount, memory, in the corner of one's mind, kindergarten, primary school, middle school, school subject, patient, all day long, wooden block, paper puppet, crayon, companion, universe, aeroplane, railway, campfire, wildlife, desert, pollution, keep a diary, visit museum, April Fool's Day, nevertheless, however, remain the same, reward, organize



### 《《教学用具准备》》

### Materials for teaching

文件夹或文件袋或纸盒、以前收集的学生制作的 portfolio



教师可以把第1部分对话前的问题作为热身练习,组织学生三人一组进行讨论, Have you heard of something called a “portfolio”? What is it? Why do so many students in other countries talk about their portfolios? 讨论4分钟左右后,教师可拿出自己以前收集的学习档案(portfolio)向学生展示,使他们有一个初步的印象。然后,学生读对话,找出portfolio的定义。教师播放录音,请学生注意说话人的语音、语调、语气、感情等。然后学生两人一组操练对话。教师还可鼓励他们找出本对话的语言点: 1) What do they look like? 2) It's good for evaluating your work and your ability. 对于第1个句型,教师要强调look like中的like是介词,不是动词。在be like中,like也是介词。教师应帮助学生区分动词like和介词like,并请学生比较下面三句话: He likes my friend. He looks like my friend. He is like my friend. 接下来,由学生完成第2部分中的练习,巩固对like, look like, be like的用法。为了加深学生对使用portfolio的了解,教师请学生完成Task 1, Part 9和Part 13。

在学习第4部分之前,教师可以先问学生一个问题, Traditionally, exams are used to measure the students' success in their learning. It is always the teachers who assess the students. Nowadays, some other ways are used to monitor the learners' progress. Can you name some? 学生进行一番讨论之后,教师可以介绍说, Students now can assess themselves and assess each other. They can use portfolios, diaries, tables and charts, etc. Now let's listen to a dialogue and find out what is self-assessment. 教师播放两遍录音后,学生可对以下问题进行讨论: 1) What's self-assessment? 2) How does Li Meng assess himself? 讨论2-3分钟后,转入对话的操练。

学习第7部分时,教师先把短文后的1-3个问题念给学生听, What did the writer use to do when she was four? What did she do when she was seven? What did she know when she was ten? 教师请学生在听短文录音时注意回答这些问题。教师播放录音,学生结对讨论这三个问题。学生如果有疑问的话,可再阅读短文。三个问题答完后,学生可以回顾自己的学习过程,回答短文后的第4个问题: Tell your partner your own learning journey. 口头练习结束后,教师可以让学生自己找出本段的重要语言点。尤其要强调的是although的使用。很多学生由于受中文的干扰,经常把although和but连用,这是非常错误的。教师还可让每个学生用although造一个句子,并在班里或小组宣读。

学生三人一组,自学第10部分的对话。教师可以播放对话的录音,帮助学生模仿对话。学生准备好后,教师可请他们自愿在全班表演。教师还要请学生找出本对话中表示赞赏的话语, Isn't this beautiful! I'm really proud of you. 并完成第12部分的听力练习,复习称赞的表达法。

本单元中有两个练习是复习被动语态的,即第5部分,操练be told (not) to do和第8部分,操练be told that...。这两个练习可以放在一起进行。教师还应引导学生注意第6部分的句子中出现的动名词的形式:

There is no end to **learning**. (动名词做介词的宾语)

**Learning** is the eye of the mind. (动名词做主语)

**Reading** enriches the mind. (动名词做主语)

教师可在学完全课后让学生找出本单元中出现的带有动名词的句子,并完成语法内容补充中的练习。





## THE USE OF PORTFOLIO ASSESSMENT IN EVALUATION

**Meg Sewell, Mary Marczak & Melanie Horn**

### What is portfolio assessment?

In program evaluation as in other areas, a picture can be worth a thousand words. As an evaluation tool for community-based programs, we can think of a portfolio as a kind of scrapbook or photo album that records the progress and activities of the program and its participants, and showcases them to interested parties both within and outside of the program. While portfolio assessment has been predominantly used in educational settings to document the progress and achievements of individual children and adolescents, it has the potential to be a valuable tool for program assessment as well.

Portfolio assessment has become widely used in educational settings as a way to examine and measure progress, by documenting the process of learning or change as it occurs. Portfolios extend beyond test scores to include substantive descriptions or examples of what the student is doing and experiencing. Fundamental to “authentic assessment” or “performance assessment” in educational theory is the principle that children and adolescents should demonstrate, rather than tell about, what they know and can do. In “authentic assessment”, information or data is collected from various sources, through multiple methods, and over multiple points in time. Contents of portfolios (sometimes called “artifacts” or “evidence”) can include drawings, photos, video or audiotapes, writing or other work samples, computer disks, and copies of standardized or program-specific tests. Data sources can include parents, staff, and other community members who know the participants or program, as well as the self-reflections of participants themselves. Portfolio assessment provides a practical strategy for systematically collecting and organizing such data.

### Advantages of using portfolio assessment

- Allows the evaluators to see the student, group, or community as individual, each unique with its own characteristics, needs, and strengths.
- Serves as a cross-section lens, providing a basis for future analysis and planning. By viewing the total pattern of the community or of individual participants, one can identify areas of strengths and weaknesses, and barriers to success.
- Serves as a concrete vehicle for communication, providing ongoing communication or exchanges of information among those involved.
- Promotes a shift in ownership; communities and participants can take an active role in examining where they have been and where they want to go.
- Portfolio assessment offers the possibility of addressing shortcomings of traditional assessment. It offers the possibility of assessing the more complex and important aspects of an area or topic.
- Covers a broad scope of knowledge and information, from many different people who know the program or person in different contexts ( e.g., participants, parents, teachers or staff, peers, or community leaders).

### Disadvantages of using portfolio assessment

- May be seen as less reliable or fair than more quantitative evaluations such as test scores.