



BETS

Beijing English Testing System

北京 英语水平考试

标准教程 学习指导

○ Louise Hashemi Barbara Thomas
○ 北京英语水平考试领导小组

第二级



北京市民讲外语活动组委会
北京英语水平考试领导小组 指定用书



高等教育出版社
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前言

北京英语水平考试 (Beijing English Testing System, 简称 BETS) 由北京市民讲外语活动组委会、北京市人民政府外事办公室与英国剑桥大学考试委员会 ESOL 考试部共同推出, 由北京教育考试院承办。北京英语水平考试试题由英国剑桥大学考试委员会 ESOL 考试部与北京市民讲外语活动组委会共同研发, 涉及阅读、写作、听力和口语等方面, 旨在全面考查考生综合运用语言的能力。

《北京英语水平考试标准教程学习指导 (第二级)》为北京英语水平考试系列用书之一, 是在英国剑桥大学出版社最新出版的考试用书 *Objective PET (Teacher's Book)* 的基础上, 根据《北京英语水平考试标准教程 (第二级)》(简称《标准教程》) 的相关变化改编而成的。

本书旨在帮助 BETS 培训教师在熟悉教程内容的基础上, 使课程培训内容注重实效性的同时富于趣味性、知识性和创新性, 加强课堂互动与交流, 同时也为自学的学生提供相应的指导释疑。

本书的特色主要有:

- 指明每个单元教学的重点和难点, 并且对每一教学环节进行详细的教学指导, 配有答案和录音材料, 还增加了一些课堂延展性活动, 为教师的授课提供了更多的教学素材, 真正做到让学生享受英语学习。
- 通过每个单元的“文化链接”, 为教师创造更加活跃的课堂气氛、提供更加丰富的课程信息做好准备。文化链接突出文化特色, 教师可以从中得到灵感, 向学生讲授清新、实用、鲜活的内容, 加深学生对语言点的印象。同时也为学习者提供更多与教材内容相关的知识, 使学生体会文化学习的乐趣。
- 附页中增加了许多趣味性极强又便于教师准备的“附加活动”, 教师可根据教学需要进行复印和裁剪, 极大的增强了课堂教学的趣味性和实用性。
- 对应《标准教程》中的 5 个复习课 (Revision), 《学习指导》中编写了 5 套测试题 (Progress Test), 每套题的测试内容既突出了教程中相应单元的教学内容和重点, 又体现了教程中相应考试活页夹 (Exam Folder) 中训练的考试题型和内容, 帮助学生有针对性的进行知识点和考试技能的巩固与测试。

《北京英语水平考试标准教程学习指导 (第二级)》由中国社会科学院英语培训中心主任王晓明教授、北京青年政治学院英语系主任老青教授负责组织和编写; 由北京外国语大学陈琳教授、清华大学程慕胜教授负责主审; 参加编写工作的还有荆林静、酆莉、李忠军以及党洁老师等。北京市人民政府外事办公室刘洋副主任不但给书稿提出了很多建设性意见, 而且还参与了部分编写工作, 虽然本书编者均是常年从事各级各类英语考试培训工作的考官、教师、专家, 但因编写时间有限, 书中难免有疏忽和纰漏之处, 恳请读者和有关专家不吝赐教、予以指正。

北京英语水平考试领导小组

2008 年 3 月

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《标准教程》（第二级）设计架构

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION
Unit 1 A question of sport 10–13 Sports and hobbies	Present simple/to be + frequency adverbs	Definitions and explanations; <i>a kind of</i> + -ing/noun; sport; attitude	/ai/ as in <i>like</i> /i:/ as in <i>steep</i> /ɪ/ as in <i>big</i>	<i>there is/are</i> ; present simple; the alphabet; <i>like</i> + -ing
Exam folder 1 14–15 Reading Part 1 Speaking Part 1				
Unit 2 The meeting place 16–19 People	<i>like/enjoy</i> + -ing; <i>want/would like</i> + to; <i>to be</i> + a(n) student	People, personality, interests, invitations, descriptive adjectives	/ɔ:/ as in <i>pop</i> /ʌ/ as in <i>fun</i> /ju:/ as in <i>university</i>	Greetings; <i>have got</i>
Exam folder 2 20–21 Listening Part 3 Writing Parts 1, 2 and 3				
Unit 3 What's your job? 22–25 Work	Present simple vs. present continuous (for present actions); state verbs; short answers	Saying what people are doing; jobs; feelings and opinions	/æ/ as in <i>cat</i> /ɑ:/ as in <i>cart</i> /ʌ/ as in <i>cut</i>	Present simple (Unit 1)
Exam folder 3 26–27 Speaking Part 3 Reading Part 5				
Unit 4 Let's go out 28–31 Entertainment	Present continuous for future plans; prepositions of time	Future plans; entertainment; time, day and date; feelings and opinions	Saying days and months	<i>would like</i> + to? (Unit 2); present continuous for present actions (Unit 3)
Exam folder 4 32–33 Listening Part 1 Writing Part 2				
Unit 5 Wheels and wings 34–37 Transport	<i>need</i> ; countable/uncountable nouns; <i>some/any</i> ; <i>a lot/several</i> ; <i>a few/a little</i> ; <i>a couple of</i>	Transport; compound nouns	Unstressed <i>a</i> , <i>of</i> , <i>to</i> and <i>some</i>	Frequency adverbs and present simple (Unit 1); compound nouns from Units 1–4
Exam folder 5 38–39 Reading Part 2				
Unit 6 What did you do at school today? 40–43 Education and history	Past simple; short answers; adjectives ending in -ed and -ing	Past events and dates; feelings and opinions; school life; school subjects; descriptive adjectives	Final sound of regular verbs in past tense: /t/ /d/ and /ɪd/	People (Unit 2); feelings and opinions (Units 3 and 4)
Exam folder 6 44–45 Listening Part 2 Writing Part 3				
Units 1–6 Revision 46–47				
Unit 7 Around town 48–51 Towns and buildings	Prepositions of place and direction; comparative adjectives; commands	Directions; replying to thanks; towns and buildings	/aʊ/ as in <i>out</i> /ɔ:/ as in <i>or</i>	Adjectives from earlier units; spelling rules
Exam folder 7 52–53 Reading Part 3				

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION
Unit 8 Let's celebrate 54–57 Special days	Present perfect simple; <i>already</i> and <i>yet</i>	Experiences and recent activities; celebrations, festivals and parties; giving good wishes	Dates	Dates (Unit 4); talking about pictures (Unit 3); present tenses
Exam folder 8 58–59 Speaking Parts 3 and 4 Writing Part 2				
Unit 9 How do you feel? 60–63 Health and fitness	Short answers	Advice; parts of the body; illnesses; expressions with <i>at</i>	/eɪ/ as in <i>say</i> /e/ as in <i>tell</i>	Tenses already learnt
Exam folder 9 64–65 Reading Part 4 Speaking Part 2				
Unit 10 I look forward to hearing from you ... 66–69 Letters	Present perfect and past simple; <i>for</i> , <i>since</i> , <i>ago</i> , <i>in</i> , <i>ever</i> ; <i>been</i> and <i>gone</i> ; short answers	Letters; UK addresses; making arrangements	Final sound of plural nouns /s/ /z/ and /ɪz/	Present perfect simple (Unit 8)
Exam folder 10 70–71 Listening Part 1 Writing Part 3				
Unit 11 Facts and figures 72–75 Geography, nationality and numbers	Superlative adjectives; present simple passive	Hesitating and saying you don't know; countries, nationalities, languages; large numbers and measurements	/tʃ/ as in <i>cheese</i> /ʃ/ as in <i>shoe</i>	Comparative adjectives (Unit 7); descriptive adjectives (Units 2 and 6)
Exam folder 11 76–77 Reading Part 5				
Unit 12 A good read 78–81 Books	Past continuous; past continuous vs. past simple; <i>while</i> + past continuous	Telling a story; saying what happened and what was happening; kinds of books; book reviews	/uː/ as in <i>two</i> /ʊ/ as in <i>took</i>	Saying what you like and why; opinions (Unit 6)
Exam folder 12 82–83 Speaking Part 1 Writing Part 3				
Units 7–12 Revision 84–85				
Unit 13 A place of my own 86–89 Furniture and homes	<i>it could/might/must/can't be</i> (probability and possibility); prepositions of place	Describing styles and what you prefer; price; rooms; furniture	/ɜ/ as in <i>television</i> /dʒ/ as in <i>joke</i>	Present and past tenses; advice (Unit 9)
Exam folder 13 90–91 Reading Part 2				
Unit 14 What's in fashion? 92–95 Clothes	<i>used to</i> ; <i>too/enough</i> ; adjective order; <i>it looks ...</i>	Guessing unknown words; clothes; colours; centuries and decades	Pronunciation of <i>gh</i> and <i>ph</i>	Superlative adjectives (Unit 11); furniture (Unit 13)
Exam folder 14 96–97 Listening Part 4 Writing Parts 2 and 3				
Unit 15 Risk! 98–101 Adventures	<i>can</i> and <i>can't</i> (permission); <i>have to</i> and <i>don't have to</i> ; <i>must</i> and <i>mustn't</i> ; <i>had to</i> and <i>didn't have to</i> ; adverbs	Personal experiences; rules; adjectives and adverbs; phrasal verbs with <i>get</i>	Pronunciation of <i>ou</i>	Adjectives from earlier units; past simple (Unit 6)
Exam folder 15 102–103 Reading Part 1				

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION
Unit 16 Free time 104–107 Making plans	<i>going to</i> future; present tense after <i>when, after</i> and <i>until</i> in future time	Invitations; the time; planning leisure activities	Time	Invitations (Unit 2); present continuous for future plans (Unit 4)
Exam folder 16 108–109 Listening Part 2 Writing Part 1				
Unit 17 In the future 110–113 Predictions	<i>will</i> future; <i>will</i> vs. <i>going to</i> ; <i>to have</i> <i>something done</i> ; <i>everyone</i> , <i>no one</i> , <i>someone</i> , <i>anyone</i>	Opinions and feelings; saying what will happen; climate; soap operas	/ɑː/ as in <i>car</i> /ɔː/ as in <i>sore</i> /əː/ as in <i>third</i>	<i>need</i> (Unit 5); telling a story; present continuous for present actions (Unit 3)
Exam folder 17 114–115 Reading Part 4				
Unit 18 Shooting a film 116–119 Films	Past perfect	Talking about the order of past events; cinema and films	/ə/ at the end of words	Past simple (Unit 6); saying what you like and dislike (Unit 2)
Exam folder 18 120–121 Listening Part 3 Writing Part 2				
Units 13–18 Revision 122–123				
Unit 19 Happy families 124–127 Family life	Verbs followed by <i>to</i> and <i>-ing</i> ; <i>make</i> and <i>let</i>	Agreeing and disagreeing; opinions; advice; families	/ð/ as in <i>their</i> /θ/ as in <i>thirsty</i>	Advice (Unit 9); <i>like</i> and <i>would like</i> (Unit 2)
Exam folder 19 128–129 Reading Part 5				
Unit 20 So you want to be a pop star? 130–133 Music	Comparison of adverbs; <i>so</i> and <i>such</i> ; <i>although</i> and <i>because</i>	Saying what you like and prefer; congratulating; music; musical instruments; jobs	Homophones	Comparative adjectives (Unit 7); superlative adjectives (Unit 11); jobs (Unit 3)
Exam folder 20 134–135 Listening Part 1 Writing Part 3				
Unit 21 Money matters 136–139 Money	Reported commands and requests; possessive adjectives and pronouns	Telephoning; money	Telephone numbers	Commands (Unit 7); making plans (Unit 16); past perfect (Unit 18)
Exam folder 21 140–141 Reading Part 3				
Unit 22 Strange but true? 142–145 The unexplained	Indirect speech	Reporting what people said; saying what you (don't) believe; describing objects, places and events	Silent consonants	<i>it could/might/must/</i> <i>can't be</i> (Unit 13); present and past tenses; opinions, agreeing and disagreeing
Exam folder 22 146–147 Listening Part 4 Writing Part 1				
Unit 23 Best friends? 148–151 Friendship	<i>which/who/that/whose/where</i> clauses; more adjectives and prepositions followed by <i>-ing</i>	Introductions	Linking words ending in a consonant	Clothes (Unit 14); people (Units 2 and 6); furniture (Unit 13)
Exam folder 23 152–153 Reading Part 1 Speaking Part 2				

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION
Unit 24 I've got an idea 154–157 Inventions	Past simple passive; future passive	Describing objects; talking about things you don't know the name of; guessing vocabulary; dates (years)	Linking words ending in <i>r</i> and <i>re</i>	<i>it could/might/must/can't be</i> (Unit 13); <i>a kind of</i> (Unit 1); present simple passive (Unit 11); centuries and decades (Unit 14)
Exam folder 24 158–159 Listening Part 3 Writing Part 3				
Units 19–24 Revision 160–161				
Unit 25 Shop till you drop 162–165 Shopping	Indirect questions; verbs with two objects; <i>too much/too</i> <i>many/enough</i> + noun	Asking for things; trying on clothes; places to shop	Stress: correcting what people say	Indirect speech (Unit 22); clothes (Unit 14)
Exam folder 25 166–167 Reading Part 3				
Unit 26 Persuading people 168–171 Advertising and persuasion	first conditional; <i>if</i> and <i>when</i> ; <i>unless</i>	Understanding writer or speaker purpose	Stress in common short phrases	Making plans (Unit 16); agreeing and disagreeing (Unit 19)
Exam folder 26 172–173 Speaking Parts 1 and 2 Writing Part 3				
Unit 27 Travellers' tales 174–177 Travel experiences	Adverbs at beginning of a sentence; preposition phras- es; <i>myself</i> , <i>yourself</i> , etc. <i>each</i> , <i>every</i> , <i>all</i>	Saying why people do things; word building	/eə/ as in <i>there</i> /ɪə/ as in <i>here</i>	Guessing unknown words; present and past simple passive (Units 11 and 24); advice (Units 9 and 19)
Exam folder 27 178–179 Reading Part 2				
Unit 28 What would you do? 180–183 Celebrities	Second conditional	Jobs; preposition phrases	Auxiliaries	<i>if</i> and <i>when</i> and first conditional (Unit 26); <i>it could/might/must/can't be</i> (Units 13 and 24); agreeing and disagreeing, opinions (Unit 19)
Exam folder 28 184–185 Listening Part 2 Writing Part 1				
Unit 29 What's on the menu? 186–189 Food and restaurants	<i>So do I</i> , <i>Neither/Nor do I</i> ; polite question forms	Asking politely; restaurants; apologising; food	Unstressed words	<i>a kind of</i> (Unit 1); indirect questions (Unit 25)
Exam folder 29 190–191 Reading Part 4 Speaking Parts 3 and 4				
Unit 30 Blue for a boy, pink for a girl? 192–195 Boys and girls	<i>hardly</i> ; <i>before/after</i> + -ing	Saying goodbye	Revision of /ʌ/, /æ/, /ɔ/, /ɑ:/, /aʊ/, /ɔ:/, /e/, /eɪ/, /ɪ/, /i:/, /ʊ/, /u:/, /ə:/, /aɪ/, /eə/	Tenses and vocabulary from previous units
Exam folder 30 196–197 Listening Part 4 Speaking Parts 3 and 4 Writing Parts 1, 2 and 3				
Units 25–30 Revision 198–199				

UNIT 1

A question of sport

Topic	Sports and hobbies
Grammar	Present simple; <i>to be</i> ; frequency adverbs
Functions and vocabulary	Definitions and explanations with <i>a kind of + -ing/noun</i> ; expressing attitude; sports, sports equipment
Pronunciation	/ai/ as in <i>like</i> ; /i:/ as in <i>steep</i> ; /ɪ/ as in <i>big</i>
BETS-2 Skills	Listening for detailed understanding (Listening Part 1); talking about personal interests (Speaking Part 1); talking about things you don't know the name of (Speaking Part 3); guessing unknown words
Revision	<i>there is/are</i> ; present simple; the alphabet; <i>like + -ing</i> ; spelling aloud (Speaking Part 1)
Exam folder	Reading Part 1; Speaking Part 1

Preparation

1.1 Exercise 4 If you prefer not to draw on the board in class, draw a blank vocabulary tree on a large piece of paper to demonstrate with.

1.6 Exercise 1 Plan which sport or hobby you will use when demonstrating the activity.

《标准教程》pp10-13

Introduction

1.1

1 Names of sports 运动名称

Ask students to look at pictures 1-15.

Invite them to identify some of the sports pictured.

Check that they understand what an anagram is, using the example. Ask them to do the others as quickly as they can and match them to the pictures. When several students have finished, stop the exercise and ask students to take turns to come up and write the answers on the board. Ask students to say the words aloud when they have written them on the board and make sure their pronunciation is correct.

You could also use this exercise as an opportunity to check how well students know the alphabet in English. Correct major errors and draw their attention to the importance of the alphabet.

Answers

b cycling, 1 c basketball, 14 d football, 6
e gymnastics, 15 f hockey, 4 g horse riding, 12
h rugby, 11 i sailing, 2 j surfing, 7
k table tennis, 5 l tennis, 13 m volleyball, 9
n windsurfing, 8 o skiing, 10

注：运动名称前，一般不冠词 *the*, e.g. *play football*

2 like + -ing

Invite students to give their opinions, using *like + -ing*. Elicit/supply the names of sports or other activities they like doing.

注：

- *play*后接表球类比赛的名词(*basketball, football, hockey, rugby, table tennis, tennis, volleyball*);
e.g. *I like playing basketball.*
- *do*后接表个人技能的比赛(*athletics, gymnastics*);
e.g. *I like doing athletics.*
- 以 *-ing* 结尾的运动名词，可用 *like + -ing* 结构表达，
e.g. *I like cycling.*
- *go* 和以 *ing* 结尾的运动名称连用时，通常表示从一点移动到另一点的运动。
e.g. *I like going horse riding.*

3 Vocabulary 词汇

Ask students to work in pairs.

If students do not have English-English dictionaries, recommend that they get them if possible. Where dictionaries are not available, offer definitions yourself when necessary as they do this exercise.

Go through the exercise by saying each word in turn as you write it on the board and asking students to supply the names of the sport(s).

注：Check the following vocabulary

championship 锦标赛

champion 冠军

runner-up 亚军

record-holder 纪录保持者

record-breaker 打破纪录者

gold medal 金牌

silver medal 银牌

bronze medal 铜牌

referee裁判 (足球、拳击等)
 umpire裁判 (板球、游泳等)
 American football美式橄榄球
 rugby英式橄榄球
 billiards台球
 cricket板球
 hockey曲棍球
 ice hockey冰球
 horseracing赛马
 pentathlon五项全能
 decathlon十项全能
 javelin标枪
 discus铁饼

Suggested answers

bat – table tennis

bike – cycling

board – surfing, windsurfing

boat – sailing

helmet* – cycling

net – football (part of goal), hockey, table tennis, tennis, volleyball

racket – tennis

sail – sailing, windsurfing

skis – skiing

stick* – hockey

注意: 骑马戴的头盔是hard hat, 而不是helmet;
 滑雪用的雪杖是pole, 而不是stick。

4 Vocabulary tree 词语家族

See Preparation.

If students have not met vocabulary trees before, point out how the words are grouped on the example and explain that this can help you to remember words because you can make a picture of the tree in your head and visualise the words in position.

Using the board or a large piece of paper, demonstrate filling in a blank tree with the class. Then ask them to work out their own tree for a sport or hobby they are interested in, so that they have a record of important words that they need to talk about. This could be homework, if time is short.

Alternatively, students could work in small groups producing shared trees to display round the class. Draw attention to the Vocabulary spot.

Listening

1.2

1 Guessing unknown words 猜词

Can students guess which sport is which in the photographs? Check the answers round the class.

Ask students how they guessed. They should come up with

the linguistic clues contained in the names of the sports. Point out that it is often possible to guess the meaning of words and phrases even without pictures to help because there can be words you already recognise within them.

Answers

a snowfering雪地冲浪 **b** street hockey街头曲棍球
c karting卡丁车运动 **d** mountainboarding高山滑板

2 Listening for gist 听主旨

Ask students to look at the photographs in 1.2 Exercise 1 and explain that they have to match what they hear to the photographs. Tell them not to worry if they do not understand every word, but just to try and match the speakers and photographs.

Play the four initial statements and check the answers. Discuss what helped them.

Answers

a 4 **b** 2 **c** 3 **d** 1

Recording script

- 1 We use a very strong board, it's like a skateboard with big wheels and we do it on a steep hill or mountain.
- 2 We wear our rollerblades. Er, they're like skates with four little wheels in a straight line.
- 3 You can go up to 45 kph indoors so you wear a helmet, but it's not very dangerous — really!
- 4 The weather's very cold and windy in Canada in winter and there's always ice and snow on the lakes and fields.

3 Listening for detail — factual information 听细节——事实信息

Tell students they are going to hear some more from the same speakers.

Ask them to read through the questions and think about the information they need to answer them. They can write their answers during or after listening. They need not write full sentences.

Play the four statements and check the answers.

Answers

b helmets

c sticks like ice hockey sticks and a ball

d in the summer

e (up to) 45 kph

f a kind of small racing car

g a board (like the board they use for snowboarding) and a kind of sail

h on the snow (on the lakes and fields)

Recording script

- 1 We use a very strong board, it's like a skateboard with big wheels and we do it on a steep hill or mountain. It's called mountainboarding. There's lots of space to jump and turn. It's great. It's quite easy, but we sometimes fall so we always wear helmets and we usually wear something to cover our elbows and knees.
- 2 We wear our rollerblades. Er, they're like skates with four little wheels in a straight line. It's called street hockey. We use sticks like ice hockey sticks and a ball. It's fun in the sun and we usually play in the summer.
- 3 You can go up to 45 kph indoors so you wear a helmet, but it's not very dangerous — really! It's called karting. We use a kind of small racing car. It's got a real engine. Champion racing drivers often begin in them.
- 4 The weather's very cold and windy in Canada in winter and there's always ice and snow on the lakes and fields. It's called snowfering. We have a board like the board we use for snowboarding and we use a kind of sail. It's a kind of windsurfing on the snow. It's wonderful.

Elicit the explanation of *a kind of* (*like/one type of*). If necessary, briefly drill the pronunciation of *a kind of*, drawing attention to the weak stress of *a* and *of*.

4 Listening for detail — expressions of attitude 听细节——态度表达

Ask students how the speakers feel about their sports. Do they enjoy them?

Ask them to listen again for the adjectives which describe these feelings.

Play the four statements and check the answers.

Answers

- 1 It's great. It's quite easy. 2 It's fun.
- 3 It's not very dangerous. 4 It's wonderful.

Elicit other words they could use, e.g. *exciting*, *pleasant*, *enjoyable*, and perhaps some negative ones, e.g. *boring*, *silly*, *difficult*.

Language Focus

1.3 Definitions: *a kind of* + *-ing* / *noun*

定义: *a kind of* + *-ing* / 名词

Discuss the example with the class.

A kind of is language which can be used strategically to compensate for the necessarily restricted vocabulary of

students at this level. It is especially valuable in the Speaking test in BETS-2, and such discourse strategies will be awarded marks when used appropriately.

Point out that we can use a noun or the *-ing* form.

Do the exercise round the class. This could be homework, if time is short.

Answers

- b It's a kind of bat. c It's a kind of surfing on water.
- d It's a kind of tennis. e It's a kind of team game.
- f It's a kind of car.
- g It's a kind of windsurfing on the snow.

1.4

1 Position of frequency adverbs in positive sentences 肯定句中频率副词的位置

Write on the board:

We sometimes fall.

We always wear.

We usually play.

Drivers often begin.

Underline the adverbs. Point out that they go before the verb.

Write on the board:

There is always ice.

Underline the adverb. Elicit the fact that it comes after the verb when this is *to be*. Ask students to write their answers to the exercise individually.

When they have finished, ask students to read each answer. Let others say whether the adverb is in the correct position and then comment on the choice of adverb (which is a matter of opinion).

Suggested answers

- b Cyclists sometimes go very fast.
- c Footballers are often very rich.
- d Surfers always get wet.
- e Gymnasts never wear helmets.
- f There are usually two people in a tennis match.
- g Good athletes never smoke.

2 Position of frequency adverbs in questions 疑问句中频率副词的位置

Write on the board:

Do you often play football?

Underline the adverb. Point out that it goes before the verb (*play*) in a question, and after the subject (*you*).

Write on the board:

Are you usually happy?

Underline the adverb. Elicit the fact that it is after the subject (*you*). Point out that this is the verb *to be*.

Ask the class to work through the exercise orally in pairs.

3 Position of frequency adverbs in negative sentences 否定句中频率副词的位置

Write on the board:

I don't often play football. He doesn't always play football.

Underline the adverbs. Elicit the fact that they go immediately before the verb (*play*) in negative sentences.

Write on the board:

They never play football.

Ask/elicite what is special about this sentence. It has a negative adverb. Write on the board:

He never plays football. She's never happy.

Underline the adverbs. Elicit the different position after the verb *to be*. Ask students to write their answers to the exercise and remind them to make some of the sentences negative.

1.5 PRONUNCIATION

Note: Producing the sound /i:/ is unlikely to cause difficulties, but understanding the ways it can be spelt in English is important, especially as so many languages use *i* to represent the sound. In English, this is normally only the case in words originally from other languages (e.g. *visa* /vi:zə/). There are very few of these at BETS-2 level.

- 1 Write on the board *like*. Elicit the pronunciation. Write /ai/ on the board. Model the sound and ask students to repeat it. Tell students about phonetic symbols and, if appropriate, explain that they don't have to know them — they are just an accurate way of showing sounds on paper. Write on the board *big*. Elicit the pronunciation. Write /ɪ/ on the board. Model the sound and ask students to repeat it. Remind students that the letter *i* is usually pronounced /ai/ or /ɪ/ in English. Write on the board *wheel* and *please*. Elicit the pronunciation. Point out that in English different letters can (and often do) sound the same in different words. This sound is /i:/.
- 2 Ask students to complete the table in their books.
- 3 Play the recording for them to check their answers. Check answers by getting individual students to read out a word and make a list on the board according to what they say. The class can correct any errors as you do this.

Answers

/ai/	/i:/	/ɪ/
quite like kind ice line ride bike	steep field knee people street wheel team	hill little stick big rich

Recording script

steep	quite	hill	field	like	knee	kind
people	ice	little	stick	line	big	street
ride	rich	wheel	bike	team		

- 4 Elicit the four different spellings of /i:/: *ee ie ea eo*. Ask students to note them. When they see new words with these spellings, remind them to think about the pronunciation.

1.6 ACTIVITY

- 1 If you think your students will tend to choose the same sports (or hobbies), you can allocate different ones to each pair. To add a more competitive element, you can say that the winners will be the pair whose sport requires the largest number of questions to be asked before it is guessed. To demonstrate this, think of a sport or hobby yourself and get students to ask you questions about it. Tell them to make sure no one but their partner knows what they are writing about. Ask them to write as many facts as they can in a given time (e.g. four minutes).
- 2 Ask students to work with another pair. If some pairs have chosen hobbies rather than sports, they must tell the other pair before they begin. They should answer *Yes* or *No* or give the facts they are asked for, but no other clues. If they cannot answer a question they should say *We don't know*. When a sport or hobby has been guessed, the pairs change roles, so that the other pair asks questions.

1.7 ACTIVITY

This exercise could be homework, if time is short. If appropriate, the posters can be displayed in the classroom. Where accessible, websites, magazines, etc. could be used for pictures and information. Insist that all the wording the students use is their own.

***** 文化链接 *****

Pictograms of the Beijing 2008 Olympic Games Unveiled 2008年北京奥运会正式比赛项目图标揭晓

图标本身就是一种广告,它让人们增进对商品、组织或活动的了解、理解和热情,从而购买、加盟或参与其中。奥运会的比赛项目图标一方面便于赛事的顺利进行,另一方面也能起到宣传奥运的作用。第29届奥运会两周年倒计时开始时,组委会公布了2008年北京奥

 帆船 Sailing	 花样游泳 Synchronized Swimming	 游泳 Swimming	 跳水 Diving
 水球 Water Polo	 艺术体操 Rhythmic Gymnastics	 皮划艇静水 Canoe/Kayak- Flat-water	 举重 Weightlifting
 棒球 Baseball	 射箭 Archery	 柔道 Judo	 摔跤 Wrestling
 射击 Shooting	 拳击 Boxing	 足球 Football	 篮球 Basketball
 乒乓球 Table tennis	 跆拳道 Taekwondo	 马术 Equestrian	 铁人三项 Triathlon
 现代五项 Modern Pentathlon	 击剑 Fencing	 蹦床 Trampoline	 排球 Volleyball
 沙滩排球 Beach Volleyball	 羽毛球 Badminton	 垒球 Softball	 自行车 Cycling
 网球 Tennis	 手球 Handball	 曲棍球 Hockey	 体操 Artistic Gymnastics
 田径 Athletics	 皮划艇激流回旋 Canoe/Kayak- Slalom	 赛艇 Rowing	

在 1896 年第一届现代奥运会开幕式上，当希腊国王乔治一世 (George I) 宣布开幕以后，合唱队唱起了一首庄严而动听的歌曲《奥林匹克圣歌》(The Olympic Anthem)。

此后的历届奥运会均沿袭第一届奥运会先例，在宣布奥运会开幕后要合唱一首会歌，如 1936 年柏林奥运会合唱了大作曲家理查德·施特劳斯 (Richard Strauss) 为该届奥运会谱写的会歌《奥林匹克之歌》。1948 年伦敦奥运会选用了罗杰·奎尔特 (Rodger Quilter) 作曲、拉迪亚德·基普林 (Rudyard Kipling) 作词的《不为自己而为主》(Non Nobis Domine) 作为会歌。

20 世纪 50 年代后，有人建议重新创作新曲作为奥林匹克永久性会歌，但几经尝试都不令人满意。于是，在 1958 年东京奥运会期间，国际奥委会 (International Olympic Committee, IOC) 最终确定以第一届奥运会上使用的《奥林匹克圣歌》(The Olympic Anthem) 作为永久性奥运会会歌，在开幕式和闭幕式上演奏。《奥林匹克圣歌》乐曲庄严而雄壮，极富感染力，歌词表达了人类对和平的向往和对体育的热爱。其原谱现存于奥林匹克总部。

The Olympic Anthem

Immortal spirit of antiquity,
Father of the true, beautiful and good,

Descend, appear, shed over us thy light
Upon this ground and under this sky

Which has first witnessed thy imperish-
able fame

Give life and animation to those noble
games!

Throw wreaths of fadeless flowers to the
victors

In the race and in the strife!

Create in our breasts, hearts of steel!

In thy light, plains, mountains and seas

Shine in a roseate hue and form a vast
temple

To which all nations throng to adore thee,

Oh immortal spirit of antiquity!

奥林匹克圣歌

古代不朽之神，
美丽、伟大而正直的圣洁之
父。

祈求降临尘世以彰显自己，
让受人瞩目的英雄在这大地
苍穹之中，

作为你荣耀的见证。

请照亮跑步、角力与投掷项目，
这些全力以赴的崇高竞赛。

把用橄榄枝编成的花冠颁赠
给优胜者，

塑造出钢铁般的躯干。
溪谷、山岳、海洋与你相映
生辉，

犹如以色彩斑斓的岩石建成
的神殿。

这巨大的神殿，世界各地的
人们都来膜拜，

啊！永远不朽的古代之神。