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北京英语水平考试 标准教程学习指导 第三级



■ Annette Capel Wendy Sharp
■ 北京英语水平考试领导小组



高等教育出版社
Higher Education Press

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《北京英语水平考试标准教程学习指导（第三级）》

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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、英国剑桥大学考试委员会外语考试部共同推出。采用剑桥通用英语五级系列证书考试中的 KET、PET、FCE 三个级别, 涉及阅读、写作、听力和口语等方面, 全面考查考生英语语言的综合运用能力, 通过 BETS 考试即可获得国际权威认可的剑桥通用英语系列考试证书。

《北京英语水平考试标准教程学习指导 (第三级)》(简称《学习指导》) 为北京英语水平考试系列用书之一。

针对《北京英语水平考试标准教程 (第三级)》(简称《标准教程》) 各单元的教学内容, 本书推出“30 个单元的教学指导”、“答案及录音材料 (Answers and Tapescript)”、“5 套分项测试题 (Test)”、“背景介绍 (Background information)”、“附加活动 (Extension activity)”和“教学拓展 (Teaching Extra)”等多项内容, 旨在帮助 BETS 培训教师与自学的考生能够了解教程中每一部分的目的、特点和如何理解掌握。因为三级的教与学都有一定的挑战性, 学习指导旨在帮助教师与自学者清除教与学中的障碍, 明确教与学的目的, 选择教与学的最佳方法, 同时又不因难度增加而失去对英语的兴趣。

本书是在英国剑桥大学出版社出版的剑桥通用英语证书考试 FCE 考试用书 *Objective FCE Teacher's Book* 的基础上, 根据剑桥大学考试委员会对 FCE 题型的改变, 以及《北京英语水平考试标准教程 (第三级)》的相关变化改编而成的。改编中, 我们力求保持原书教材体系和教学理念, 同时又适合改变后新考试形式的需要。

本书的特色主要有:

- 每个单元给出具体教学计划、课时安排, 以及本单元重点内容。
- 对教程中英语国家的人文、地理、历史、电影等内容的材料提供了简练的文化信息和背景介绍。
- 每个单元都有相应的教学扩展和附加活动, 为教师教学提供了与学员增进互动的素材, 为学习者提供了自学英语的灵活方法。
- 对应教程中的 5 个复习课 (Revision), 学习指导中编写了 5 套测试题, 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, 又体现了教程中考试指导和写作指导中训练的考试题型和内容, 帮助考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 (第三级)》由中国社会科学院英语培训中心主任, 北京英语水平考试专家委员会专家王晓明教授、北京青年政治学院英语系主任, 北京英语水平考试专家委员会专家老青教授和北京市政府外事办公室副主任刘洋负责组织和编写; 北京外国语大学陈琳教授、清华大学程慕胜教授负责主审。参加本册编写工作的还有北京英语水平考试考官组长, 中国政法大学于中华和北京英语水平考试考官, 中国社会科学院英语培训中心优秀骨干教师刘阳等。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、教师或专家, 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 8 月



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《标准教程》(第三级) 设计架构

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 1 Fashion matters 8–11 Fashion; describing people	1.1 Speaking and listening 1.2 Grammar	Paper 5 Speaking: 2 Comparing photographs Paper 4 Listening: 3 Matching Paper 3 Use of English: 3	Comparison Adverbs of degree	Appearance and clothing Phrasal verbs
Exam folder 1 12–13		Paper 3 Use of English: 3 Key word transformations		
Unit 2 Only for nerds? 14–17 Computer games; the Internet	2.1 Reading 2.2 Grammar	Reading: Skimming and scanning; matching headings	Review of present tenses -ly adverbs	Computers Compound nouns Positive and negative adjectives
Writing folder 1 18–19		Paper 2 Writing: 1 and 2 Informal letters		
Unit 3 Going places 20–23 Travel	3.1 Listening Pronunciation: word stress 3.2 Grammar	Paper 5 Speaking: 2 Paper 4 Listening: 2 Sentence completion Paper 3 Use of English: 3	Modals 1: Obligation, necessity and permission	Travel and holidays Verb–noun collocations Expressions with <i>do</i> Prepositions of location
Exam folder 2 24–25		Paper 3 Use of English: 5 Word formation		
Unit 4 Our four-legged friends 26–29 Animals; pets	4.1 Reading 4.2 Grammar and vocabulary	Paper 1 Reading: 4 Matching	<i>as</i> and <i>like</i>	Animals and pets Compound adjectives Expressions with <i>time</i>
Writing folder 2 30–31		Paper 2 Writing: 1 Transactional letters 1 (formal)		
Unit 5 Fear and loathing 32–35 Narration: frightening experiences	5.1 Listening Pronunciation: past tense endings 5.2 Grammar	Paper 4 Listening: 1 Short extracts Paper 3 Use of English: 2	Review of past tenses: Past simple Past continuous Past perfect	Fear Irregular verbs
Exam folder 3 36–37		Paper 3 Use of English: 2 Open cloze		
Unit 6 What if? 38–41 Winning prizes	6.1 Reading 6.2 Grammar and vocabulary	Paper 1 Reading: 3 Gapped sentences Paper 3 Use of English: 1	Review of conditionals with <i>if</i> Adverbs of frequency	Winning Phrases with <i>in</i> Parts of speech
Writing folder 3 42–43	Paper 2 Writing: 2 Stories 1			
Revision Units 1–6 44–45				
Unit 7 Life's too short 46–49 Sport	7.1 Grammar 7.2 Listening Pronunciation: question tags	Paper 4 Listening: 3 Matching Paper 3 Use of English: 3 and 5	Gerunds and infinitives 1 Question tags	Sport Phrases expressing likes and dislikes
Exam folder 4 50–51			Paper 3 Use of English: 1 Multiple choice cloze	

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 8 Downshifting 52–55 Modern lifestyles	8.1 Reading 8.2 Grammar and vocabulary	Paper 1 Reading: 2 Multiple choice questions	<i>used to</i> and <i>would</i>	Jobs Word formation Expressions with <i>get</i> Phrasal verbs with <i>get</i>
Writing folder 4 56–57		Paper 2 Writing: 2 Compositions 1		
Unit 9 The hard sell 58–61 Advertising	9.1 Grammar 9.2 Listening and speaking Pronunciation: sentence stress	Paper 5 Speaking: 3 Shared task Paper 3 Use of English: 3	Modals 2: Speculation and deduction Order of adjectives	Products and promotion Adjective–noun collocations
Unit 10 The final frontier 64–67 Space	10.1 Reading 10.2 Grammar	Paper 1 Reading: 3 Gapped paragraphs	Review of future tenses	Space Signposting words in texts Phrases with <i>at</i>
Writing folder 5 68–69		Paper 2 Writing: 2 Articles 1		
Unit 11 Like mother, like daughter 70–73 Family resemblances; cinema	11.1 Speaking and listening 11.2 Vocabulary and grammar	Paper 5 Speaking: 1 Giving personal information Paper 4 Listening: 4 Multiple choice	Adverb or adjective Past and present participles	Personality -ed/-ing adjectives Phrasal verbs
Exam folder 6 74–75		Paper 4 Listening: 1 Short extracts		
Unit 12 A great idea 76–79 Discoveries and inventions	12.1 Reading 12.2 Grammar and vocabulary	Paper 1 Reading: 1 Summary sentences Paper 3 Use of English: 3	The passive	Inventions Verb collocations
Writing folder 6 80–81		Paper 2 Writing: 1 Reports 1		
Revision Units 7–12 82–83				
Unit 13 Education for life 84–87 Education	13.1 Listening 13.2 Grammar	Paper 5 Speaking: 2 Paper 4 Listening: 4 Paper 3 Use of English: 3	Reported speech Reporting verbs Reported questions	School and education Expressions with <i>make</i>
Exam folder 7 88–89		Paper 4 Listening: 2 Sentence completion and note-taking		
Unit 14 Career moves 90–93 Working life	14.1 Reading 14.2 Grammar	Paper 1 Reading: 4 Matching	Perfect tenses	The workplace Negative prefixes Expressions with <i>all</i> <i>all/the whole</i>
Writing folder 7 94–95		Paper 2 Writing: 2 Applications 1		
Unit 15 Too many people? 96–99 Man and nature	15.1 Listening Pronunciation: numbers 15.2 Grammar and vocabulary	Paper 4 Listening: 2 Note-taking Paper 3 Use of English: 5	Countable and uncountable nouns <i>Some, any, no</i>	The environment Word formation Expressions with uncountable nouns
Exam folder 8 100–101		Paper 4 Listening: 3 Multiple matching		

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 16 Good, plain cooking 102–105 Food and drink	16.1 Listening and reading 16.2 Grammar	Paper 1 Reading: 3 Gapped sentences	The article Possession	Food Prepositions of time
Writing folder 8 106–107		Paper 2 Writing: 1 Transactional letters 2 (informal)		
Unit 17 Collectors and creators 108–111 Hobbies	17.1 Speaking and listening 17.2 Grammar Pronunciation: contrastive stress	Paper 5 Speaking: 2 The long turn Paper 4 Listening: 1 Short extracts	Relative clauses	Hobbies Phrases with <i>look</i> Phrasal verbs with <i>look</i>
Exam folder 9 112–113		Paper 4 Listening: 4 Choosing from two or three answers		
Unit 18 What's in a book? 114–117 Books	18.1 Reading 18.2 Grammar	Paper 1 Reading: 2 Multiple choice Paper 3 Use of English: 2 and 3	<i>enough, too, very, so, such</i>	Books Phrasal verbs with <i>come</i> and <i>go</i>
Writing folder 9 118–119		Paper 2 Writing: 2 Question 5 The set book		
Revision Units 13–18 120–121				
Unit 19 An apple a day ... 122–125 Health and fitness	19.1 Grammar 19.2 Listening Pronunciation: silent letters	Paper 4 Listening: 4 Multiple choice Paper 3 Use of English: 1 and 5	Modals 3: Advice and suggestion <i>have/get something done</i>	The body <i>It's time</i> Phrases with <i>on</i>
Unit 20 No place to hide 128–131 Crime and punishment	20.1 Speaking and reading 20.2 Grammar	Paper 5 Speaking: 3 and 4 Shared task and related discussion Paper 1 Reading: 1 Summary sentences	Gerunds and infinitives 2	Crime Verbs with a change in meaning: <i>try, stop, regret, remember, forget, mean, go on</i>
Writing folder 10 132–133		Paper 2 Writing: 2 Stories 2		
Unit 21 To have and have not 134–137 Shopping	21.1 Listening and vocabulary 21.2 Grammar and reading	Paper 4 Listening: 3 Matching Paper 1 Reading: 1 Headings Paper 3 Use of English: 3	Clauses: Concessive clauses Purpose, reason and result clauses	Money Goods and services Adjective-noun collocations Phrasal verbs with <i>cut</i>
Exam folder 11 138–139		Paper 1 Reading: 2 Multiple choice		
Unit 22 A little night music 140–143 Music	22.1 Speaking and reading 22.2 Grammar	Paper 5 Speaking: 2 Paper 1 Reading: 3 Gapped paragraphs	Complex sentences	Music and concerts
Writing folder 11 144–145		Paper 2 Writing: 2 Reports 2		

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 23 Unexpected events 146–149 Natural disasters	23.1 Listening Pronunciation: intonation 23.2 Grammar	Paper 4 Listening: 2 Sentence completion Paper 3 Use of English: 2 and 3	<i>I wish/If only</i> <i>wish/hope</i> Intensifiers	The natural world Phrasal verbs with <i>off</i> Verb-noun collocations
Exam folder 12 150–151		Paper 1 Reading: 3 Gapped text		
Unit 24 Priceless or worthless 152–155 Art	24.1 Reading 24.2 Grammar and vocabulary	Paper 1 Reading: 2 Multiple choice Paper 3 Use of English: 5	Adverbs and word order	Art Verb collocations Confusable words
Writing folder 12 156–157		Paper 2 Writing: 2 Articles 2		
Revision Units 19–24 158–159				
Unit 25 Urban decay, suburban hell 160–163 Cities	25.1 Listening and speaking 25.2 Grammar	Paper 4 Listening: 4 Who says what? Paper 3 Use of English: 1 Paper 5 Speaking: 4	Mixed conditionals	City life Words with <i>up</i> Words with <i>re-</i>
Exam folder 13 164–165		Paper 1 Reading: 4 Multiple matching		
Unit 26 Getting around 166–169 Transport	26.1 Reading 26.2 Grammar and vocabulary		Inversion Relative pronouns: <i>who, whom, whose</i>	Means of transport Phrases with <i>get</i>
Writing folder 13 170–171	Paper 2 Writing: 2 Compositions 2			
Unit 27 Material girl 172–175 Famous people	27.1 Listening Pronunciation: intonation 27.2 Grammar and vocabulary	Paper 4 Listening: 4 Multiple choice Paper 3 Use of English: 5	Revision of tenses	Famous people Phrasal verbs and expressions
Exam folder 14 176–177		Paper 5 Speaking: Complete test		
Unit 28 Sense and sensitivity 178–181 Popular psychology	28.1 Reading and vocabulary 28.2 Grammar	Paper 1 Reading: 3 Gapped paragraphs	Number and concord	Colour Verbs/adjectives with prepositions Phrasal verbs with <i>out</i>
Writing folder 14 182–183	Paper 2 Writing: 2 Applications 2			
Unit 29 Newshounds 184–187 The media	29.1 Listening 29.2 Vocabulary	Paper 4 Listening: 3 Matching Paper 3 Use of English: 1		The media English idioms
Exam folder 15 188–189		Paper 2 Writing: 1 and 2		
Unit 30 Anything for a laugh 190–193 Urban myths and jokes	30.1 Reading 30.2 Grammar and vocabulary	Paper 1 Reading: 4 Matching Paper 3 Use of English: 2	<i>rather</i> The grammar of phrasal verbs	Humour
Writing folder 15 194–195		Paper 2 Writing: 1 Transactional letters 3 (formal)		
Revision Units 25–30 196–197				
Grammar folder 198–225				

UNIT 1 Fashion matters

Unit topic Fashion and describing people

1.1	
Exam skills	Speaking Paper 5 Part 2 Listening Paper 4 Part 3
Vocabulary	Appearance and clothing Phrasal verbs

1.2	
Grammar focus	Comparison
Grammar extra	Adverbs of degree

Workbook contents

1	Spelling
2	Phrasal verbs
3, 4, 5, 6	Reading — comprehension, superlatives, vocabulary
7	Grammar — comparison
8	Use of English — Part 4

Allow students around five minutes for this initial discussion, which is an opportunity to warm up the topic and talk about something familiar. If this is a new class, the activity will also give you a chance to walk round and make a quick assessment of their level and speaking ability. It is normal at this stage of a BETS-3 course for students to be nervous about speaking, so do encourage them. Explain that by the end of the course, their confidence will be sky-high!

Write up some useful sentence starters on the board:

Likes

I really like ...

I prefer to wear ...

What I absolutely love is ...

Dislikes

I hate ...

I wouldn't be seen dead in ...

Extension activity

As an additional ice-breaker, bring in various items of clothing, both men's and women's; if possible, try to get hold of some obviously less fashionable items. Hold the clothes up one by one, asking what they are and eliciting student preferences.

1.1 《标准教程》 pp 8–9

Throughout the unit notes, approximate timings are given for guidance. These relate to two lengths of lesson: **SV** (short version), corresponding to a lesson of 60–70 minutes, and **LV** (long version), for a lesson of around 90 minutes. Below these timings, there is always an indication of what to cut out of the lesson (and set for homework) for the short version or, conversely, what to develop in the long version. Relevant suggestions for extra activities are included in the notes.

Lesson plan

Speaking	30–40'
Listening	15–20'
Vocabulary	20–30'

SV Spend less time on topic vocabulary in 2; set 9 for homework.

LV See notes below for 1, 7 and 8.

- Much of this lesson is conducted as pairwork. Explain to students that for BETS-3 Speaking test they will be in pairs, with two examiners present. Refer students to 《标准教程》 pp 6–7 for further information about this and other parts of the examination.

- Ask students to describe people in other parts of the classroom. This can be done as a guessing game, where one student in the pair describes what a certain person is wearing and the other says who is being described. For a weaker class, start the activity off by describing someone briefly in a couple of sentences and asking the students who you are describing.

Students can then work in pairs or groups brainstorming topic vocabulary. Ask them to make their lists using the headings given. Allow enough time for this (at least five minutes), as a lot of the vocabulary will be needed for the subsequent speaking task and listening material. Make sure students include the following vocabulary:

Clothes: jeans, jacket, T-shirt, polo shirt

Footwear: trainers, boots, sandals

Jewellery: earrings, necklace, ring

Headgear: baseball cap

Materials: cotton, silk

Hairstyle: straight, shaved, loose, tied back

Appearance: casual, untidy, fashionable

Refer students to the Vocabulary spot and suggest that headings can be a useful way of learning topic vocabulary.

Teaching extra

Every unit in the course contains core topic vocabulary. Suggest students make posters for the classroom wall to help them remember some of this vocabulary. Store the posters after a unit is finished, and display them again at a later stage in the course (see Revision Unit notes on page 37). For Unit 1, a poster could be prepared for each of the headings given in 2, with pictures from magazines added.

- 3 In pairs, students take it in turns to describe each of the people in the photographs. Allow them up to three minutes for this and remind them to use the vocabulary they have just listed. They should not compare a pair of photographs yet.

- 4 Ask students to read the Exam spot. These tinted boxes contain important information or advice about the exam.

Students now make comparisons between the people in each pair of photographs. Refer them to the examples given, but encourage them to use their own ideas too.

- 5 Elicit some of these ideas and summarise what has been discussed in pairs by writing up a few sentences about each pair of photographs. Try to use different comparison structures on the board. Explain that the next lesson (1.2) will have a grammar focus, where all these structures will be looked at and practised.

- 6 Tell students that they are going to hear five short recordings, as an introduction to the matching task in Paper 4 Part 3. These will contain a variety of accents, as in the real exam.

The first recording is used as an example and students look at picture 3b while they listen. Then suggest that they read the transcript and think about the words in bold, to make them aware of the need to listen carefully. Before repeating the recording, explain that the checking of answers is an essential activity at second listening in the exam.

Tapescript

Speaker 1: I'm not a suit man — even for work, I can get away with casual stuff, though I still like my clothes to look smart. I love shopping — my favourite place is Paul Smith in Covent Garden. I bought a really nice woollen shirt there recently. Clothes are important to me, but they need to be comfortable as well as stylish.

- 7 Ask students to listen to the four remaining extracts and match the correct photos to the speakers. They should do this on their own and only compare answers when they have finished. Only play the tape a second time if they need to check their answers. (They will listen to the four extracts again in 8.)

Answers

Speaker 2 — 2a Speaker 3 — 1a Speaker 4 — 4b

Speaker 5 — 3a

Tapescript

Speaker 2: I started working this year, so I'm able to get new clothes more regularly than before, when I had to save up for months. I buy a lot, I must confess. My mum thinks I should cut down a bit on what I spend, but my image is really important to me: if someone sees me in something once, I don't like to go out in it again — well, not for a while, in any case. I like to wear bright colours and always dress up when I go clubbing. I buy a big range of styles and I do try to keep up with the latest fashions. Sometimes the things are a bit outrageous!

Speaker 3: Shopping for clothes isn't really my scene, if you know what I mean. I don't really mind what I wear, to tell you the truth. I'm the least fashion-conscious person I know! I suppose if anything I favour the casual look. I've got two pairs of jeans and I wear them mostly, with a T-shirt or something. I have got one favourite top, which a girlfriend gave me. It's red and it's got a sort of abstract design printed in navy blue on the back. She said she gave it to me so I would always stand out in a crowd!

Speaker 4: My clothes have to be comfortable, make me feel relaxed as soon as I slip them on. I often put together outfits from stuff I find in street markets — they're less expensive that way. Second-hand clothes can be real bargains, and usually, they've hardly been worn! I'll change the look of my clothes quite frequently, you know, sew in a new piece of material, swap buttons, dye something a different colour, just for a change. I make a lot of my own jewellery too.

Speaker 5: My friends take far less trouble with clothes than I do — sometimes they wear the tattiest things ever! As my job involves dealing with people, I have to make an effort to look good all the time. I like to present a classy, sophisticated image. I go shopping for clothes about once a month, though if I see something by chance, I'm quite likely to go for it there and then. I think I've got good taste and I very rarely make a mistake when I buy clothes. I did take a jacket back last week, but that was because it was badly tailored.

Photocopiable tapescript activity (P page 183)

Students can benefit from working with tapescripts, especially at the beginning of a course. Make copies of the extracts for Speakers 2–5 and ask students to underline the key words or phrases that gave them the correct answers. They can also use the tapescripts as an alternative way of finding the nine phrasal verbs in 8.

- 8 Start by checking how much students know about phrasal verbs. Explain that these are very common, particularly in informal, spoken English. Play the tape for Speakers 2–5 again and ask students to write down the phrasal verbs they hear. Elicit these and write them up on the board. Then ask students to match them to the short definitions. (The numbers in brackets refer to the Speakers.)

Answers

- | | | |
|-----------------|--------------------|--------------------|
| a stand out (3) | b put together (4) | c take back (5) |
| d dress up (2) | e save up (2) | f cut down (2) |
| g slip on (4) | h go out (2) | i keep up with (2) |

- 9 This exercise can be set for homework if time is short. If done in class, ask students to work through the note in pairs, completing the answers. Remind them to use each phrasal verb once only, and in the correct tense.

Answers

- | | | |
|----------------|--------------|----------------|
| 1 went out | 2 slipped on | 3 dressed up |
| 4 put together | 5 stood out | 6 keep up with |

Following the discussion, ask students to report their ideas to the class.

1.2 《标准教程》 pp 10–11

Lesson plan

Grammar focus 60–80'

Grammar extra 10'

SV Set 7 for homework.

LV Spend longer on discussion in 1; include the Extension activity at the end.

- 1 Ask students what the photo is illustrating: it is the finale of a Vivienne Westwood fashion show. Elicit some other names of fashion designers and ask if students know any British or American designer labels, for example Paul Smith (mentioned in 1.1 Listening), Vivienne Westwood, Donna Karan.

Ask students to read the short text individually. Check understanding of difficult vocabulary:

emaciated — extremely thin, usually because of illness or lack of food

desirable — attractive

attainable — achievable, possible

Elicit students' views on the text. Is it still true that the fashion industry prefers to use the skinniest models? Why is this?

Point out that the text contains a number of superlative adjectives, for example: *the youngest*, *the most emaciated*, *the least attainable*.

- 2 In this course, the approach to grammar is an inductive one. Students at this level have generally been taught all the basic structures and now need to review what they know. In most grammar focus lessons, students discuss examples and formulate explanations or rules. They can then check their understanding is correct by referring to the Grammar folder on 《标准教程》 page 198.

Ask students to look at the comparison structures given and discuss answers to the three questions in pairs. Allow them up to ten minutes for this, encouraging them to explore each question fully and make notes if appropriate. Refer students to the Grammar folder on 《标准教程》 page 198.

Answers

- Single syllable adjectives add *-er/-est*; longer adjectives use *more/the most*
- Some two-syllable adjectives, e.g. common, likely, narrow, pleasant, simple, stupid
- Adjectives ending in a single vowel and consonant double the consonant (slim → slimmer); adjectives ending in *-y* change to *-ier/-iest*

- 3 Ask students to complete the table, working in pairs. Remind them to be careful about spelling.

Answers

larger	largest
thinner	thinnest
dirtier	dirtiest
quieter	quietest
more/less casual	most/least casual
better	most/least outrageous
farther/further	worst
	farthest/furthest

- 4 Allow students two or three minutes to complete the sentences. Check their answers.

Answers

- | | |
|-------------------------|-----------------------|
| a larger | b the most outrageous |
| c more casual | d the dirtiest |
| f the furthest/farthest | e thinner |
| | g brighter |
| | h better |

Grammar extra

In this course, these short sections cover additional small grammar points. They include some explanation and examples. There is usually a short exercise to practise the point, which can be set for homework if necessary.

Answers

- a a bit; much
- b a great deal/a bit; much
(*much* can be used with both comparative and superlative adjectives, as in the final example.)

- 5 Explain to students that the structure *not so ... as* is less common in everyday English nowadays. Allow them up to three minutes to compare the cars, using the words given.

Extension activity

In pairs, students can compare other 'designer' objects, such as computers (Apple iMac, now available in five colours/grey PCs) or chairs (comfort/elegance).

- 6 Ask students to read the short article and identify the comparative adverbs. If they need help, remind them that most adverbs end in *-ly*. This will help students to locate them.

Answers

more commonly; less strictly; more readily

Refer them to the Grammar folder on 《标准教程》 page 198 or ask them to read this after class.

The discussion on unisex clothing can be initiated by eliciting examples of popular items of unisex clothing, for example, jeans, trainers, sweatshirts.

- 7 Explain that this exercise is an exam task from Paper 3 Part 3, Key word transformations. This task type is introduced in detail in Exam folder 1 (pages 12–13), which follows Unit 1.

Make sure that students read the rubric carefully and remind them that they cannot use more than five words, including the word in bold.

Note that these transformations are below the level of the exam, as a first introduction to the task format.

Answers

- 1 were cheaper/less expensive
- 2 the most talented designers
- 3 as old as
- 4 is a lot quicker/faster than
- 5 less difficult (to play) than
- 6 more elegantly dressed than
- 7 is less interesting than
- 8 less smartly when

Exam folder 1

Paper 3 Part 3 Key word transformations

《标准教程》 pp 12–13

Remind students that there is a full description of the exam on 《标准教程》 pp 6–7. Paper 3 Use of English has Four parts and candidates have forty five minutes to complete the paper.

The Exam folders can be studied by students on their own outside class, but notes are given below for a mini-lesson in class.

- 1 Ask students to read the exam instructions carefully. They should then look at the example and the notes in italics.

Explain that there are two marks available, relating to the two parts of the answer. Therefore, even if students do not produce the whole answer, they can still get a mark if one element is accurate.

- 2 Ask students to close their books and to discuss in pairs what advice to give on this part of the exam. Allow them a couple of minutes to do this and suggest they make notes.

- 3 Now ask students to compare their notes with the advice given in the bullet points.

Stress that the key word must not be changed in any way. Check that students understand the information about contracted forms.

- 4 This task can either be set as homework or done in class.

Answers

- 1 told Sally about a new
 - 2 took it back
 - 3 make an effort
 - 4 were not / weren't as fast as
 - 5 was the worst concert
 - 6 do not / don't dress up
 - 7 much more easily if / when
 - 8 far the best writer / author
 - 9 highly priced that
 - 10 is possible / acceptable to wear
- In 10, 'is allowed to wear' would be incorrect.

UNIT 2 Only for nerds?

Unit topic	Computer games; the Internet
2.1	
Vocabulary	Compound nouns
Grammar extra	<i>-ly</i> adverbs
2.2	
Grammar	Review of present tenses
Vocabulary	Positive and negative adjectives
Workbook contents	
1, 2	Reading — skimming and scanning
3, 4	Grammar — present tenses
5, 6, 7	Vocabulary — topic words and phrases

2.1 《标准教程》pp 14–15

Lesson plan

Listening	10–15'
Reading	35–45'
Grammar extra	10–10'
Vocabulary	10–20'

SV Shorten discussion in 1; set sentences in 7 for homework.

IV See notes below for 1 and Teaching extra.

- As an optional warm-up activity, find out what experience the class has of playing computer games, either at home or in an arcade. Encourage them to talk about examples of the different types of game illustrated, e.g. fantasy, combat, sport.
- Play the tape, explaining that this is a non-exam listening activity, where students are listening for general or *gist* meaning. Explain that even though they may not understand every word, they should listen carefully to the opinions of the main speaker, a university lecturer.

Tapescript

Interviewer: I have here with me now Dr Mark Griffiths,

senior lecturer in psychology at Nottingham Trent University. In a recent article for the journal *Education and Health* he says some rather surprising things about computer games ... or video games, to call them by their other name. Dr Griffiths, computer games get a lot of bad publicity, but you don't see them quite so negatively, do you?

Dr Griffiths: Indeed not. The trend in society is to label computer games as mindless and antisocial. But there is another side to the argument, because computer games actually help some people to develop relationships and improve their social skills ... They make people feel better about themselves, too.

Interviewer: Yes, and you mention in your article that therapists are using computer games to help children with problems ... children who are perhaps aggressive ... but don't most people think that computer games make people more aggressive? Some of these games are very violent, aren't they?

Dr Griffiths: That's true, but you see the aggressive content of these games doesn't seem to have a negative effect. In fact, games like this actually allow the players to release their own aggression in a non-destructive way, so they can work positively on anyone with problems. And of course, introducing 'shoot-em-up' games at an early meeting allows the therapists to get through to these kids ... you know, they win their confidence, their friendship even.

Interviewer: Well, that's good news ... and your article is called 'Video games: the good news' ... Dr Griffiths, stay with us and after this short break we can talk further about your work ...

Elicit the main views Dr Griffiths expresses:

- Computer games can have a positive effect on people: building relationships, improving social skills, increasing self-esteem.
- They are being used to help children with behavioural problems.
- They give people a way of releasing their aggression in a non-destructive way.
- Therapists use them to win the confidence of children under their care.

Summarise useful vocabulary from the recording on the board, eliciting related words where shown below in *italics*:

aggressive, aggression
destructive, *destruction*
confident, confidence