

全国英语等级考试教程（精华版）

总主编 吴旭东 傅文燕

# PETS

Preparing for PETS: Student's Guide Level 3

## 三级教程

学生自学辅导

主编 傅文燕



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### 学生自学辅导

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上海外语教育出版社

## 图书在版编目(CIP)数据

PETS 三级教程学生自学辅导/傅文燕主编. —上海:

上海外语教育出版社, 2006

(全国英语等级考试教程: 精华版)

ISBN 7-81095-844-5

I. P… II. 傅… III. 英语-水平考试-自学参考资料 IV. H310.42

中国版本图书馆 CIP 数据核字(2006)第 115871 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 包 洁

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印 刷: 上海华文印刷厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 7.75 字数 198 千字

版 次: 2006 年 7 月第 1 版 2006 年 7 月第 1 次印刷

印 数: 5 000 册

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书 号: ISBN 7-81095-844-5 / G · 435

定 价: 11.50 元

本版图书如有印装质量问题, 可向本社调换

## 前言

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《全国英语等级考试教程(精华版)》(第三级)是一本旨在帮助广大考生参加“全国英语等级考试体系(PETS)”(第三级)的辅导性教科书。什么是“全国英语等级考试体系”呢?它是在什么背景下建立的呢?它的特点和主要内容是什么呢?了解这些情况将有助于读者更好地了解本教材的编写原则,从而更好地利用它来提高自己的英语水平。

在我国的各级各类教学大纲里,英语都占有举足轻重的地位。一般估计,一个人从上小学到研究生毕业的19年间,最少有12年要与英语打交道。实际上,英语对众多中国人的影响并不只限在学期间,它在谋职时可增加竞争的砝码,它更是职称晋升必不可少的前提。由于英语在升学、求职和提职这些与个人切身利益紧密相连的大事中占有独特的地位,“英语热”在我国持续不退也就不难理解了。

尽管整个社会对英语都十分重视,但对绝大多数的学习者来说,实际的学习效果又如何呢?关于这一点,前国务院副总理李岚清曾一针见血地指出:“很多学生经过8到12年的外语学习,然而大多数学生都不能熟练地阅读外文原版书籍,尤其是听不懂、讲不出,难以与外国人直接交流。”很明显,我国目前的英语教学水平还无法适应社会对学习者语言能力的要求。究其原因,固然与目前教师素质和教学方法有关,但一个十分重要的原因是目前我国非英语专业的考试体系存在重大缺陷,即只检查学生的语言知识(如词汇和语法)和一般阅读能力,而对语言运用的其他三种技巧(听、说、写)则注重不够,尤其是口语,从未有过任何考试。由于考试的导向,学生只得死记硬背语法规则和单词定义以及做阅读选择题,从而缺乏听力、写作、口语的系统训练,因而造成看不懂、听不懂、讲不出、写不出的尴尬局面。

令人欣喜的是,我国考试主管机构已经采取措施纠正我国公共英语考试存在的弊端,并取得了实质性的进展,这就是建立了全国英语等级考试体系(一至五级)。这一历时5年发展起来的考试体系以交际性语言活动模式为理论基础,彻底摒弃了过去只注重语言知识的考试方式,转而测试考生参与产出(即口语和写作)、接受(即听力和阅读)和互动活动(即在真实的社会情景中使用语言)的全面能力。可以说,这一考试体系的建立预示着“聋子英语”和“哑巴英语”的时代即将结束。

全国英语等级考试体系的另一个特点是:它是一种水平测验(proficiency test),而不是一种学业成就测验(achievement test)。换句话说,它不与某套特定教程相联系,而只测量考生掌握语言的一般水平。这种考试的最大好处是:它使死记硬背考试内容变为不可能,从而能更准确地测量出考生真正的语言能力。

不可否认,英语等级考试体系在理论上根本性的改变对我国广大非英语专业的学习者来说也是一种挑战:这意味着他们必须彻底改变以往的学习行为模式,才能逐渐培养起全面的语言能力。具体地说,再像过去那样光背语法条文、背单词、做选择题是无法满足目前考试体系的要求的;考生必须在牢固掌握英语基本知识的前提下,均衡发展听、说、读、写四种基本语言技巧,才可能顺利完成考试规定的各项任务。不过,由于个人水平和学习条件的限制,大



多数考生不知道该如何提高全面运用语言的能力,也缺乏培养这种能力,尤其是口头交际能力的条件,从而可能无法很快达到考试对语言运用能力的较高要求。

正是为了帮助广大考生克服个人水平和学习条件的限制,从而更快地提高全面运用英语的能力,广东外语外贸大学英文学院的部分教师编写了这套教材。下面先简单介绍教材的编写原则,然后是内容特点,最后对如何使用这套教材提些建议。

### 编写原则

等级考试体系将考查考生的语言交际能力作为重点,因此,本教材的编写自然必须以帮助考生提高语言交际能力为基本原则。但在具体贯彻这一原则前我们还要解决两个相互联系的问题:第一,“语言交际能力”包含了什么?不解决这个问题,就谈不上帮助考生提高运用语言的能力。第二,由于英语在我国不是日常交际中使用的语言,要发展运用英语的能力主要只能在课堂环境下进行;那么,如何在课堂环境下帮助考生更有效地提高这种能力呢?不解决这个问题,也谈不上帮助考生提高运用语言的能力。

大家知道,语言交际过程牵涉到信息输出→信息处理→信息反馈这三方面循环往复的活动。说通俗些,就是一个人如果具备了语言交际的本领,那么,他就应不仅能将自己要表达的思想以口头或书面的形式传达出去,还能理解交际对方传达过来的信息并加以分析,作出适当的回应。很明显,要圆满完成这一系列活动,就必须满足以下三方面的知识技能:(1)相关语言系统的知识,即语音、词汇、语法、惯用法等;(2)使用语言系统的两类技能,一是接受性技能(即听或读),二是产出性技能(即说或写);(3)有关在社交时使用语言的规则的知识,即知道在什么场合对什么人应该说什么话。因此,我们可以将语言交际能力看成是以上两类知识和两类技能的有机组合,缺一不可。要提高一个人语言交际的全面能力,不仅要提高他两类知识的水平,同时还要提高驾驭这些知识的本领,即提高得体使用语言的技能。

了解“语言交际能力”这一概念之后,下一步就是考虑如何在课堂环境下帮助考生发展这种能力。从以上对“语言交际能力”这一概念的分析不难看出,语言知识是语言技能赖以发展的基础,语言技能的发展又与语言使用的领域和情景以及交际任务的类型、目的和主题是密不可分的。当然,在语言技能发展的同时,语言知识结构也会不断得到重组,而这种重组反过来又会促进语言技能发展的效率。基于这一语言发展观,我们采用了将交际话题、语言知识与交际任务有机交融的编写原则。具体而言,就是先以声音或文字的形式给出与某个交际话题(如购物、旅游等)有关的语言材料,并在语言材料之后对其中的难点(不仅仅是与语言有关的难点,还有不同场合使用语言的规则)进行了重点解释;接着根据材料内容设计一些旨在检查学习者理解主要内容和掌握语言难点的练习题;最后,再设计与所学材料话题有关的口头或笔头交际任务,为学习者创造在一个比较真实的社会情景中独立运用所学语言知识表达思想的机会。我们认为,学生通过贯穿整套教材的这种知识——运用有机结合的学习训练,不仅有助于发展语言技能,同时还能促使其内在的语言系统发生重组,从而达到较快提高英语水平的目的。

### 内容特点

根据 PETS 三级教学大纲,要达到该级别水平,考生应在掌握二级所要求的 12 大类功能意念的表达方式和 33 个语法项目的基础上,继续完成对余下 5 类功能意念的表达方式和 17 个语法项目的学习。有鉴于此,本教材在教学内容的设置上严格按教学大纲的规定进行。具

体来说,在功能意念方面,介绍了两种内容:一是考生尚未接触过的大类,即功用(function)、立论(argumentation)、计算与测量(calculation and measurement)、结构(structure)和关系(relation)。这里有必要指出:其中功用和结构这两类功能意念并没有单独列出讲解,因为根据大纲,表达这两类意念的手段主要是通过词汇,因此只能在解释词汇意义时加以说明。二是考生尚未接触过的小项(虽然他们对这些小项所属的大类已有所了解),如态度(attitude)大类中的否定(negation)、让步(concession)和怀疑(suspicion and doubt);情感(emotions)大类中的害怕和恐惧(fear or terror)和期望(expectation);时间(time)大类中的速度(speed)和同时(simultaneity);以及数量(quantity)大类中的足量与不足(sufficiency and insufficiency)等。通过对这些功能意念表达方式的学习,考生有望进一步提高英语表达的丰富程度。在语法方面,则着重介绍考生尚未接触过的时态(现在、过去和将来完成进行时)、语态(将来完成时、过去将来时和过去将来完成时的被动语态)、虚拟语气、动词的非谓语形式(复合结构、不定式的体与态、独立结构)和句子(插入语)。此外,还介绍了某些数词(分数、小数和百分比)的表达方式和与构词法有关的知识。本教材还注重设计恰当的交际活动,使考生有机会运用所介绍的内容。

为了帮助考生更好地完成教材规定的学习任务,我们专门编写了一本学生辅导用书。内容主要包括:(1)每个单元听力练习的文字材料;(2)对实施某些交际任务的建议;(3)绝大部分练习的(参考)答案。

### 有关使用本教材的一些建议

本教材共包含 12 个交际话题,内容丰富,涉及的知识面广,语言也有相当的难度,要真正掌握并不容易。考生首先要突破的是词汇关。对自己不懂或忘记的每一个单词或词组都要查词典或其他参考书搞清词义,不要轻易放过。

其次,应该认真完成教材中所有的练习和交际任务,以最大程度地运用所学的语言知识。这里强调的是:练习时一定要严格按照要求去做,以确保练习的质量。比如练习听力时,千万不要先看内容文字稿,而应该先尽自己所能反复听几遍(有些听起来熟悉,但又一时想不起意思的单词或短语可以查一查字典),直到基本听懂为止,然后做相关的练习题,练习题做完之后,才能看相关内容的文字稿,检查自己的理解程度。只有这样做才能真正提高听力水平。

本教材设计了不少交际性的口语任务,需要两人以上一起练习,因此最好是在课堂环境下使用。但可能有不少考生由于条件限制,无法在老师的帮助下集体学习。碰到这种情况我们建议不要放弃完成这类口语任务,而应尽量找社会上的学友一起练习,以更有效地提高口语水平。

吴旭东

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# UNIT 1

## Job

### I Getting a job

#### 1. Warm-up

##### 1.1 My ideal job — a survey

Study the list carefully. You may fill in the table first. Then with your partner, exchange your ideas about your choices. You may agree or disagree on some points, try to tell your partner the reasons.

##### 1.2 Discussion

You may make a short speech about a job you know well. First describe the job, then express your own opinion on the job.

#### 2. An office worker — listening

- 1) C 段落中没有提及参加会议。
- 2) B 从上午 10 点到下午 6 点,共约 8 个小时。
- 3) D 最后一段: I enjoy my job very much ...
- 4) A 同样最后一段:... it's nice for it to be busy because it means that the time flies very quickly ...
- 5) B 只有答案 B 说的才是对的:... I don't normally get a chance for a lunch break, and I have to eat my sandwich at my desk ...

#### 3. My first job — reading

##### 3.1 Reading comprehension

###### 3.1.1 Matching

- 1) D The waitress 能得到别人的信任靠的就是她的道德和精神。
- 2) C The parking-lot sweeper 小的时候就养成了吃苦耐劳的好习惯。



- 3) B The camp counselor 在照顾那些小孩的过程中深刻意识到了责任心的重要。
- 4) D The waitress 的成功主要得益于她的决心和信心。
- 5) B The camp counselor 从这次经历中得到锻炼, 学校变得不那么可怕了。
- 6) A 决心对于 The newspaper solicitor 的成功是最重要的。
- 7) D 从第 17 段的这句中可以看出: I also learned how important it is to take pride in life's little accomplishments.
- 8) C 第 14 段的最后一句说明了这点: The experience taught me that there is dignity in all work ...

### 3.1.2 Multiple-choice questions

- 1) C perseverance 即为 determination.
- 2) D 只有 D 所说的才和段落所讲的一致: it seemed a lot less intimidating than before.
- 3) A B 到 D 是她父母教的, A 是她自己领悟到的。
- 4) B 她的 self-confidence 使她最后事业成功。

### 3.2 Vocabulary

- |                    |                  |                       |
|--------------------|------------------|-----------------------|
| 1) help out        | 2) look up to    | 3) make ends meet     |
| 4) to my knowledge | 5) end up        | 6) losing sight of    |
| 7) picked up       | 8) take pride in | 9) pay off            |
| 10) exposed to     | 11) grateful for | 12) have ... faith in |

## 4. Which job would you choose — speaking

As you did in Section 1.2 of Part I, first describe the job you choose, including information on the nature of the job. Then tell the reasons why you want to choose this job. Work with a partner, each choosing a job from A or B.

## 5. Case study — reading, listening and speaking

### 5.1 Reading

First look at the picture before you read the passage, try to speculate what you are going to read in the passage. What work does the person in the picture mostly probably do? What might be her attitude towards her work?

### 5.2 Catherine's interview — listening

#### 5.2.1 Listening for details

- 1) C A、B 和 D 都提及到, 只有 C 没有提及。
- 2) B Mr. Edwards 要 Catherine 去参加打字考试。
- 3) A Mr. Edwards 问 Catherine 有什么问题要问的时候, Catherine 问的是有关培训的问题。

- 4) C 段落中提及: 50 词/分钟。
- 5) D 段落中没有说 Catherine 如果被聘用就会被送去大学学习, 相反, Mr. Edwards 对 Catherine 还想去大学学习感到很惊奇。

### 5.2.2 Listening for more details

Listen and complete the score sheet by yourself, then take some time to have a discussion with your partner(s). Alternatively, this part may be integrated to Activity 5.3.

## 6. Letter of application — reading and writing

### 6.1 Reading

- 1) A letter of application consists of the following parts: head (including your address, receiver's address, and date), address, main body, and closing.
- 2) If you know the name of the person, address him/her like: Dear Mr. XXX, Dear Ms. XXX, Dear Mrs. XXX, or just Dear XXX; if you don't know the name of the person, address him/her like: Dear Sir(s), Madam, or Dear Sir or Madam.
- 3) If you start with "Dear Sir", use "Yours faithfully"; if you start with "Dear Ms. (Mr.) XXX", use "Yours sincerely". Then write your name, you may include your title here.
- 4) Be clear, specific, and positive.

### 6.2 Letter of application — writing

25A Sandown Terrace,  
York YX3 4PU

Cleano,  
65 Pont Street,  
Slough SL6 5PQ

24 June 91

Dear Sirs,

I am writing to you because I was told that Cleano wishes to employ staff in the accounting department. I am a qualified accountant and have worked for three years as an assistant accountant in Washo, which is a company similar to yours. Would you please send me more information about the available posts?

Yours faithfully,  
Peter Banks

## II Job satisfaction

### 1. Reading

#### 1.1 Reading comprehension

- 1) A B 到 D 讲的都是细节的问题, A 才是他们婚后幸福生活的原因。
- 2) C 第 5 段第 1 句: Previously, Rodney Mace worked full-time ...
- 3) B 第 5 段的引言部分: But I urged her to apply.
- 4) C 第 3 段: Her working week involves several evenings and Saturdays ... , 这意味着在这段时间里丈夫要照顾小孩。
- 5) C 第 4 段: And they (他们的小孩) have now developed relationships with other adults and children.
- 6) A B 只是个细节, C 和 D 都太大, A 才是贴切的。

#### 1.2 Vocabulary

- |                           |               |                    |
|---------------------------|---------------|--------------------|
| 1) in charge of           | 2) take over  | 3) at the sight of |
| 4) was ... doubtful about | 5) apart from | 6) take on         |
| 7) in any case            | 8) opt for    |                    |

### 2. Interview — listening

#### 2.1 Listening and note-taking

TINA'S CAREER		
Stage	When	Type of Experience/Work
1	while at school	<u>doing art, displaying things around the house, putting things on shelves</u>
2	now	<u>doing youth training scheme</u>
3	after training year	<u>take driving lessons</u>
4	until 30 years old	<u>work on her own, do what she wants to do, work freely, drive around</u>
5	after the age of 30	<u>settle down for something quieter, e.g., designing people's house</u>

#### 2.2 Listening for specific information

- 1) A I'm going to take driving lessons and she'll get me my own van.
- 2) B I've always enjoyed doing art and ...
- 3) C I'm looking forward to being able to work on my own, sort of ...

### 3. Body language and personal appearance — reading and speaking

#### 3.2 Picture description — pair work

Try to answer the following questions to get a hint.

- 1) What do you think about their clothes, jewelry, hair, makeup ... ?
- 2) What are they doing with their eyes, hands, legs, head, shoulders ... ?
- 3) Do they look enthusiastic and friendly? Why or why not?
- 4) Are they doing anything that is not polite?
- 5) Are they standing too close or too far away from the manager?

### 4. Growth in New Job Creation by Industry (1999–2004) — writing

Analyze the graph first, pay attention to the sectors. Try to think of some reasons for the distribution according to their knowledge. The following description is for your reference.

Overview of Industrial Labour Market Trends

Job Openings Due to Increased Economic Activity

*Economic growth is expected to account for 40% of new job openings over the next five years.*

*About 80% of these new job openings are expected to be in the service sector of the economy, primarily in the business services, health, accommodation and food services, and personal services industries.*

- Growth in the **business services industry** is largely due to increased demand for computer professionals and consultants. This trend reflects: i) increased demand due to economic growth and ii) changes in the behaviour of organizations that have shifted from internal production activities to external production activities. For example, instead of directly employing a computer professional, a company will “contract out” for the professional on an as-needed basis. This trend also holds true for other consulting professionals such as engineers and lawyers.
- The **health sector** is expected to rebound from the re-structuring of the mid-1990’s which, in conjunction with the increasing demands of an aging population, will result in an above-average rate of new job creation. However, some institutional re-structuring is expected to continue, resulting in stronger growth in private practices and medical labs than in hospitals. This trend is expected to have a positive influence on a broad range of health care occupations.
- The outlook for strong employment growth in the **accommodation and food services industry** results from changing consumer preferences (partly due to the aging of the

population), rising personal disposable income, and a relatively weak Canadian dollar that stimulates tourism.

- The rate of new job creation in the **personal services industry** is expected to be twice that of the economy-wide average for all industries. This strong growth is the result of an aging population, continued economic growth, the increasing number of two-income families, and other factors which drive the occupational outlook for personal service occupations such as childcare worker and home support worker.
- Although growth in the **public administration sector** is likely to resume, it is expected to remain below earlier peaks. Growth is expected to be lowest in the federal government and highest in local governments whose employees will be more involved in the delivery of programs and services to an aging population.
- Employment growth in the **education sector** is expected to rebound slightly following the restructuring which occurred in several provinces in the mid to late 1990's. However, the rate of growth will be less than average due to the age structure of the population, i.e. fewer young people than in previous decades.
- The **communication sector** overall is expected to shed workers over the projection period, with anticipated losses in the radio and television industry exceeding gains in the telecommunication carriers industry:
  - Employment loss in the radio and television industry is generally due to rationalization, for example, the use of pre-recorded programs done in one location and then sold to a multitude of stations.
  - Employment strength in the telecommunication carriers industry is tied to the adoption of new technology and the most efficient means of making this service attractive and available to clients.

*The remainder (20%) of new job creation will be in the goods sector of the economy, mainly in the construction and manufacturing industries.*

- The **construction industry** is expected to continue its recent strong employment growth due to the cyclical strength of the Canadian economy. Job opportunities are expected to increase due to residential and commercial construction and the replacement of an aging infrastructure (e.g. bridges and roads).
- Although the **manufacturing sector** as a whole is expected to grow slightly slower than average, there will be some pockets of strong growth in areas such as the rubber, plastics, paper products, printing and publishing and machining industries.
  - Prospects in the rubber and plastics industry are tied to growth in the automotive and parts industry.
  - Strong growth in the machining industry is tied to an increase in machinery and equipment investment and strong growth in the construction industry.
  - Employment growth in the printing and publishing industry is primarily a

result of an aging population with more leisure time for reading and growth in the emerging multimedia industry.

- Employment growth in the **agriculture and mining sectors** is expected to be weak due to increases in mechanization, relatively weak world commodity prices, and new labour-saving processes.

*However, the forestry and fishing industries, which are part of the goods sector of the economy, are expected to shed workers over the next five years.*

- Employment loss in the **forestry and fishing industries** over the 1999 – 2004 period are expected to follow primarily from supply constraints, relatively weak world commodity prices, increased mechanization, and resource depletion. This trend has negative implications for employment opportunities in the primary occupations, with the exception of highly-skilled, highly-specialized jobs.

## 5. Use of language — cloze

- 1) B become aware 意为“意识到”。
- 2) D during 表示一段时间,但是此句表达的是在这一时刻,所以选 D,不选 A。
- 3) C 只有 most 才符合整个句子的意思。
- 4) D 这里指的是孩子们,所以要选 themselves。
- 5) A 从前句可知,这里指的是 ideas,所以选 A。
- 6) C 前面的 school 告诉我们后面应该接一个名词,所以 A 和 D 不对,successor 意为“继承者”,success 意为“成功”,所以选 C。
- 7) D prepare sb. to do sth. 意为“让某人准备做某事”。
- 8) B 这里的 ways 指“方式”,与之搭配的介词是 in。
- 9) B 父母和老师应该鼓励孩子们去注意和谈论不同的工作,所以这里选 encourage。
- 10) A play games 意为“玩游戏”。
- 11) D deal with 是一词语搭配,意为“涉及”。
- 12) B 这里只有 give 才能和 report 搭配。
- 13) C 老师布置任务用 assign。
- 14) B later 表示“后来”,after 是一个介词,final 是形容词。
- 15) C 在电影中扮演什么角色用 play as。
- 16) B 根据整个句子来判断,这里表示的是“帮助学生明白不同的职业如何相互依赖”,所以选 how。
- 17) A one another 是一搭配,表示“相互”。
- 18) B 孩子们了解他们的特点,所以选 B。
- 19) C 这是个定语从句,这里只有 that 能够引导定语从句。
- 20) B suit 表示“适合”,所以选 B。

### III Grammar

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#### 2. Exercise

Robin: I think the waiter has forgotten (forget) us. We have been waiting (wait) here for over half an hour and nobody has taken (take) our order yet.

Michele: I think you're right. He has walked (walk) by us at least twenty times. He probably thinks we have already ordered (order, already).

Robin: Look at that couple over there, they have only been (be, only) here for five or ten minutes and they already have had (have) their food.

Michele: He must realize we have not ordered (order, not) yet! We have been sitting (sit) here for over half an hour staring at him.

Robin: I don't know if he has even noticed (notice, even) us. He has been running (run) from table to table taking orders and serving food.

Michele: That's true, and he has not looked (look, not) in our direction once.



# UNIT 2

## Sports and Health

### I What is sport ?

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#### 1.1 Matching

- |      |      |      |       |       |      |
|------|------|------|-------|-------|------|
| 1) d | 2) a | 3) g | 4) b  | 5) h  | 6) i |
| 7) f | 8) c | 9) j | 10) k | 11) e |      |

#### 1.2 Outdoor or indoor sport ?

Indoor sport: 室内运动

Outdoor sport: 室外运动

Indoor and outdoor sport: 既属室内、又属室外

Indoor sport: weight-lifting, fencing, bridge, chess

Outdoor sport: golf, mountain-climbing, racing, baseball, soccer

Indoor and outdoor sport: swimming, basketball, badminton, table-tennis

#### 2.2.1 Reading comprehension

- 1) A 第10段第1、2句,即 Geoffrey Nicholson 认为体育应该是个人能力之间的较量,动物以及机器并不懂得比赛规则,所以赛车只能算是边缘体育,而不是真正的体育。
- 2) C 综合各个人对体育的定义,从第4到第10段。虽然大家对体育的定义有出入,但是都认为体育必须具备一个特性:竞争性。
- 3) A 整篇文章都围绕什么是体育而展开的。
- 4) B 从第1段第2句到该段结束都是讲体育的定义很难确定。

#### 2.2.2 Matching

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) a | 2) d | 3) b | 4) e | 5) c |
|------|------|------|------|------|

#### 2.3 Vocabulary

##### 2.3.1 Replace the italicized words, phrases or expressions with those in the passage, using the appropriate form.

- |                |                   |                |                    |
|----------------|-------------------|----------------|--------------------|
| 1) reckon      | 2) fulfil/fulfill | 3) identify    | 4) come up against |
| 5) indulges in | 6) artificial     | 7) distributed | 8) involves        |
| 9) stern       | 10) obviously     |                |                    |

### 2.3.2 Translation

- 1) 没有人怀疑过第 24 届奥运会的成功。(动词)
- 2) 有人居然把鸟类学也列为体育项目使人不禁怀疑整个操作的合理性。(名词)
- 3) 英国英语的“the ground floor”在美国英语里是“the first floor”。(形容词)
- 4) 我有充分的理由相信他的故事。(名词)
- 5) 每一个运动员在比赛中都必须遵守一定的规则。(名词)
- 6) 我们认为体育必须具有运动性,所以排除了象棋。(动词)
- 7) 我们不能什么事都想当然。(分词)
- 8) 体育委员会把政府的支援金发给有困难的人。(名词)
- 9) 他说体育是一种无法预测结果的竞争。(名词)
- 10) 那两个足球队的球迷经常发生冲突。(动词)

### 2.3.3 Write down the noun of the following words.

- |                  |               |                |
|------------------|---------------|----------------|
| 1) understanding | 2) activity   | 3) capability  |
| 4) validity      | 5) definition | 6) combination |
| 7) measurement   | 8) assessment | 9) fulfillment |

## 3. Sport is good for your health — listening, speaking and writing

### 3.1 Listening for details

- 1) C Michael: I had been burying myself in books until last weekend. You know, the final examinations are just over. 即期末考试刚刚结束,在此之前他整天埋头苦读,为考试做准备。
- 2) D B 也正确,即慢跑一点都不累人,但是最佳的答案应是 D,因为慢跑能使人去掉身上的赘肉,而这正是 Michael 希望的。
- 3) C Anna: there is a small sports ground nearby. We can run along the track around it. 即附近有一个小操场,不用去较远的体育中心。
- 4) D 没有提及,他们只是约定当天下午 5:30 一起去跑步。
- 5) C Michael 列举了一大堆不去锻炼的理由,如太累人、跑步则需要花很多钱、体育中心很远等,由此可以推断出他并不喜欢体育运动。

### 3.2 Listening for language

- 1) Greetings between acquaintances and friends:  
Hello  
Hi ... what have you been doing?
- 2) Giving suggestions or advice:  
... you should take more care of your health  
Why don't you try jogging
- 3) Persuading people to do something:  
Come on, don't hesitate any more.