



高校英语专业 四级口试大纲

Syllabus for TEM 4—Oral

(2008年版)

高校英语专业四级口试大纲编写小组 编

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前 言

全国高校外语专业教学指导委员会英语组于1994年决定展开“全国英语专业四级口试可行性研究”。经过多年试行,解决了口语测试的形式、内容、评分标准和评分步骤以及开展大规模口试的组织与实施问题。高校外语专业教学指导委员会英语组决定,从1999年起在全国正式推广英语专业四级口语测试。为了规范考试,进一步提高测试的科学性,高校外语专业教学指导委员会英语组于2003年成立了口试大纲编写小组,小组成员有文秋芳(南京大学)、邹申(上海外国语大学)、陈建平(广东外语外贸大学)、秦秀白(华南理工大学)、朱永生(复旦大学)、李绍山(洛阳解放军外国语学院)。编写小组于2004年7月起草了口试大纲征求意见稿,同年10月在英语组年会上审议通过,并上报教育部高教司和全国高校外语专业教学指导委员会。

《高校英语专业四级口试大纲》的制定与实施有助于外语专业教学指导委员会英语组了解学生英语口语水平,检查教学大纲执行情况,评估教学质量和推动教学改革。

在口试大纲的编写过程中,高教司有关领导、全国高校外语专业教学指导委员会主任戴炜栋教授、英语组组长

何其莘教授始终关心编写工作的进行,并提出许多建设性意见,谨在此致以谢意。

高等学校英语专业
四级口试大纲编写小组
2004 年 11 月

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高校英语专业四级口试大纲

SYLLABUS FOR TEM 4 — ORAL

总 则

2000年出版的《高等学校英语专业英语教学大纲》(以下简称《大纲》)规定,高等学校英语专业基础阶段的主要教学任务是“传授英语基础知识,对学生进行全面的、严格的基本技能训练,培养学生实际运用语言的能力、良好的学风和正确的学习方法,为进入高年级打下扎实的专业基础”(《大纲》,2000:2)。

《大纲》指出,“为了帮助各校和有关部门了解执行本教学大纲的情况,教育部委托全国高等学校外语专业教学指导委员会英语组在第四学期和第八学期分别实施全国英语专业四级和八级统一考试。四级和八级考试着重检查学生的英语语言的综合运用能力。”(《大纲》,2000:14)。

《大纲》还指出,“四级和八级考试的具体内容和要求以教学指导委员会英语组颁布的四级和八级考试大纲及四级和八级口试大纲为依据,要在全中国范围内逐步推广四级和八级口试。”(《大纲》,2000:14)

依据大纲精神,特制定英语专业四级口试大纲。

一、考试目的

本考试的目的是为了检查考生的英语口语水平是否达到了《大纲》规定的要求,发现考生英语口语中存在的问题,以促进英语

专业口语教学质量的提高。

二、考试性质

本考试属教学检查性考试,考试范围不超过《大纲》对英语四级口语的要求。

三、考试时间与对象

本考试每年一次,于当年5月份进行。考试对象为高校英语专业二年级本科生。

四、考试形式

本考试采用录音形式,考生在语言实验室内根据录音考题的要求回答问题,并将答题的内容录制下来。考试结束后,各考点将考生的磁带封存,并在规定的时间内寄到指定评分点。

五、考试内容

本考试的内容根据《大纲》的要求确定。考试内容分为三个部分:(1)复述故事;(2)即席讲话;(3)交谈。考试时间共约25分钟。

1. 复述故事 (Task I: Retelling a story)

复述的故事大约有300个词,故事内容一般为过去发生的事情。听故事的过程中,考生可以记笔记,听完两遍之后,立即开始复述,无准备时间。复述时间为3分钟。

2. 即席讲话 (Task II: Talking on a given topic)

用于即席讲话的题目一般与复述故事的主题有一定的联系。考生准备3分钟后,即席讲话3分钟。

3. 交谈 (Task III: Role-playing)

交谈内容一般为大学生所熟悉的话题。要求考生根据所规定的角色和情景进行交谈。交谈双方或采用讨论的方式,对某个问题发表看法;或采用辩论的形式,阐述各自的观点。考生准备 3 分钟,交谈 4 分钟。

六、评分标准

评分项目为五项:复述、即席讲话、交谈、语音语调及语法与词汇。前三项的得分反映三项任务完成的情况,后两项的得分是对考生在三项任务中的语音语调及语法与词汇的总体评价。口试成绩分为优秀、良好、合格与不合格四个等级。凡是成绩在合格(含合格)以上的考生均可获得全国高等学校外语专业教学指导委员会颁发的证书。具体评分标准见下表(P4—P5)。

七、考试命题与实施

命题工作由全国高校外语专业教学指导委员会英语组聘请测试专家负责。考试的日常组织工作和具体实施由高校外语专业教学指导委员会英语组下属的口语测试组负责。

项目 等级	复述	即席讲话	交谈	语音语调	语法与词汇
优秀	能有条理地复述所听材料的主要内容。	能紧扣所给题目,有条理地进行即席讲话,内容充实,言语流畅,无不必要的停顿。	能根据所规定的情景和角色灵活自如地进行双向交流。	语音准确,发音清晰,语调自然。	语法基本正确,明显错误很少;用词恰当,词汇丰富。
良好	能有条理地复述所听材料的重要内容。	能紧扣所给题目,较有条理地进行即席讲话,内容比较充实,讲话中有少数不必要的停顿,但对交际无影响。	能根据所规定的情景和角色比较灵活地进行双向交流。	语音准确,发音清晰,语调自然。	有少数明显的语法错误,但不严重;用词较为恰当,词汇量较为丰富。

项目 等级	复述	即席讲话	交谈	语音语调	语法与词汇
合格	能复述所听材料的主要内容，但条理不够。	能就所给的题目进行即席讲话，但内容不够充实或少数内容不切题，讲话中不必要的停顿次数较多，基本不影响交际。	交谈内容与所规定的情景和角色大致相符，基本能进行双向交流。	语音基本准确，发音清晰，语调有点不自然。	有少数严重语法错误，但不明显影响交际的进行；用词基本恰当，词汇量尚可。
不合格	遗漏重要内容，或复述与所听材料出入较大。	能就所给的题目进行即席讲话，但条理性不够，内容简单或与题目毫无关系，讲话中不必要的停顿频率太高，严重影响交际。	和对方交谈有明显的困难，不能进行双向交流。	语音不准，发音不清晰，语调不自然。	有严重语法错误，明显影响交际的进行；用词错误较多，词汇量较小。

英语专业四级口试样题

2001 年考题

Task I: Retelling a story

I once knew an old man whose bad memory made him famous. John Smith was so forgetful that he sometimes forgot what he was talking about in the middle of a sentence. His wife had to constantly remind him about his meetings, his classes — even his meals! Once he forgot he had eaten breakfast twice, at home and at school. His wife liked to remind her neighbors, “If John didn’t have his head tied on, he would forget that too!” Since Smith was a professor at a well-known university, his forgetfulness was often an embarrassment. It wasn’t that he was not clever, as some critical people tended to say, but just very, very absent-minded.

One hot summer day, Professor Smith decided to take his children to a seaside town about a three-hour train ride away. To make the trip more interesting for his young children, he kept the name of the town a secret. However, by the time they arrived at the station, Smith forgot the name of the town he was planning to visit. Luckily, a friend of his happened to be in the station. He offered to take care of the children while Smith

hurried back home to find out where he was going.

The professor's wife was surprised to see him again so soon.

"Oh, my dear, I forgot the name of the town."

"What? You forgot the name? Maybe one day you will forget my name! Now I'll write the name of that town on a piece of paper, and you put it in your pocket and please, please don't forget where you put it."

Satisfied that she had solved the problem, she sent her husband off again. Ten minutes later she was astonished to see him outside the house for the third time.

"What is the matter now?"

"As you told me, I didn't forget where I put the name of that town, but I forgot where I left our children!" (325 words)

Task II: Talking on a given topic

Directions: Describe a teacher of yours whom you find unusual.

Task III: Role-playing

Directions: Many high school graduates in China are going overseas for their college education. A friend of yours is graduating this year and would like to ask for your advice on whether it is a good idea for a high school graduate to go abroad to study.

Student A: You think this friend should go by all means, and you should try to convince your partner. Remember you should

start the conversation.

Student B: You think this friend should finish college in China before thinking about going abroad, and you should try to convince your partner. Remember your partner will start the conversation.

2002 年考题

Task I: Retelling a story

Whenever Mr. Smith goes to Westgate, he stays at the Grand Hotel. In spite of its name, it is really not very “grand,” but it is cheap, clean, and comfortable. Since he knows the manager well, he never has to go to the trouble of reserving a room. The fact is that he always gets the same room. It is situated at the far end of the building and overlooks a beautiful bay.

On his last visit, Mr. Smith was told that he could have his usual room, but the manager added apologetically that it might be a little noisy. So great was the demand for rooms, the manager said, that the hotel had decided to build a new wing. Mr. Smith said he did not mind. It amused him to think that the dear old Grand Hotel was making an effort to live up to its name.

During the first day Mr. Smith hardly noticed the noise at all. The room was a little dusty, but that was natural. The following afternoon, he borrowed a book from the hotel library and went upstairs to read. No sooner had he sat down than he heard someone hammering loudly at the wall. At first he paid no attention, but after a while he began to feel very uncomfortable. His clothes were slowly being covered with fine white powder. Soon there was so much dust in the room that he began to cough. The hammering was now louder than ever and bits of plaster were coming away from the walls. It looked as

though the whole building was going to fall. Mr. Smith went immediately to complain to the manager. They both returned to the room, but everything was very quiet. As they stood there looking at each other, Mr. Smith felt rather embarrassed for having dragged the manager all the way up the stairs for nothing. All of a sudden, the hammering began again and a large brick landed on the floor. Looking up, they saw a sharp metal tool had forced its way through the wall, making a very large hole right above the bed! (355 words)

Task II: Talking on a given topic

Directions: Describe an embarrassing situation in which you got very angry.

Task III: Role-playing

Directions: The geology department of a major university is planning to admit 30 male and 5 female students. However, the results of the college entrance examination show that by average, of all the applicants, females have scored higher than most males. Should the department stick to its original plan?

Student A: You think the department should still stick to the original plan, and you should try to convince your partner. Remember you should start the conversation.

Student B: You **DON'T** think the department should stick to the original plan, and you should try to convince your partner. Remember your partner will start the conversation.

2003 年考题

Task I: Retelling a story

Just as Jane was joyfully expecting her first child, her active, energetic mother began losing her battle with a brain disease. For ten years, the fiercely independent and courageous mother had fought, but none of the surgeries or treatments had been successful. At only fifty-five, she became totally disabled — unable to speak, walk, eat or dress on her own.

As the mother grew closer and closer to death, the baby grew closer and closer to life. Jane was afraid that her mother and her baby would never know each other. Her fear seemed well-founded. A few weeks before her due date, her mother lapsed into a deep coma. The doctors did not hold any hope. It was useless to put in a feeding tube, they said, for Mother would never awaken. So Jane brought Mother to her own bed in her own house. As often as she could, she sat beside her mother, talking about the baby moving inside her.

On February 3, 1989, at about the same time Jane began to feel birth pains, Mother opened her eyes. Jane called home.

“Mom, listen. My baby is coming! You’re going to have a new grandchild. Do you understand!”

“Yes,” Mother answered.

What a wonderful word! The first clear word she’d spoken in months.

By the time Jane brought her son home, her mother was