

A large, dark silhouette of a person in a jumping pose is positioned on the left side of the cover. The person's arms are raised, and their legs are bent in mid-air. This silhouette is superimposed over a large, light-colored profile of a human head facing right, which serves as a background element.

# PASS

## Trinity

圣三一英语口语等级考试教程

A Complete Course For  
Trinity Grade 9

许少萍◎主编

Students' Book

北京出版集团公司  
北京教育出版社

# PASS

## Trinity

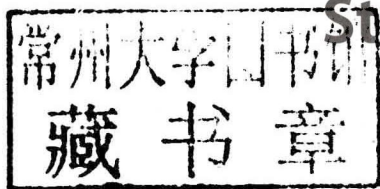
圣三一英语口语等级考试教程

A Complete Course For  
Trinity Grade 9  
Students' Book

主 编：许少萍

副主编：李晴辉 朱常英

编 者：吴雪涛 陈文江



图书在版编目(CIP)数据

圣三一英语口语等级考试教程. 9 / 许少萍主编. —  
北京: 北京教育出版社, 2010.2  
ISBN 978-7-5303-7465-8

I. ①圣… II. ①许… III. ①英语—口语—水平考试  
—教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2010)第027127号

---

PASS Trinity  
圣三一英语口语等级考试教程  
A Complete Course For Trinity  
Grade 9  
Students' Book  
许少萍 主编

---

北京出版集团公司 出版  
北京教育出版社  
(北京北三环中路6号)  
邮政编码: 100120  
网址: [www.bph.com.cn](http://www.bph.com.cn)  
北京出版集团公司总发行  
广州市岭美彩印有限公司 印、装

16开 印张: 9.25  
字数: 73千字  
2010年2月第1版 2010年2月第1次印刷  
印数: 3 000册  
定价: 38.80元

ISBN 978-7-5303-7465-8

质量监督电话: 020-83838860 010-58572750 58572393

# PASS

## Trinity

### Students' Book

#### 丛书编委会

主 任：宫 齐

副主任：吴 寒 谢天麟

#### 编委会成员（按姓氏笔画排序）

马国文	王 林	王梓媛	王 娜	朱凡希	朱常英	刘小芬	许少萍
孙艳梅	李美芝	李晴辉	李富得	杨国民	吴雪涛	吴 寒	肖铁雷
何慧萍	张运财	陈文江	林 敏	罗 梅	钟 岚	耿明亮	聂玮舒
黄 宇	黄 杰	龚轶敏	傅运春	谢天麟	曾昭涛	廖才玺	





# 序

伦敦圣三一学院 (Trinity College London) 英语口语等级考试 (Graded Examinations in Spoken English, 全称Trinity Graded Examinations in Spoken English for Speakers of Other Languages, 以下简作GESE) 自19世纪80年代问世以来, 迄今已有了近130年的历史。GESE是国际著名大学英国伦敦圣三一学院专为母语为非英语的学习者设计的英语口语等级考试。现在每年有来自全球逾60个国家和地区的考生参加这一考试, 该考试得到了英国政府的批准和英国文化委员会的认可, 其证书亦为国际认可度较高的英语口语等级证书之一。

GESE对考生的年龄没有任何限制性规定, 不论是中小學生, 还是大学生、研究生; 也不论是企业雇员, 还是政府职员都可以根据自己的实际情况选择报考适合个人水平的考试级别。该考试已得到英国及海外许多高校、企业或公司的广泛认可, 并将其作为择取海外学生或境外录用雇员的重要条件之一。如今, GESE已进入我国大陆, 这就为未来中国学生申请赴海外留学深造或进入外企工作打开了又一扇便捷之门。

GESE由初级至高级共有12个等级, 这些等级大致可分为3个档次: 1~4级适合初级学习者 (小学), 5~9级适合中级学习者 (初、高中), 10级以上为大学生和研究生水平 (英国的大学一般把通过第10、11级作为其入学条件之一, 其中12级相当于雅思8.0分)。GESE主要为听说考试, 着重考查应试者的听说能力, 测试其英语表达的准确性与流利程度。该考试采取英国考官与非英语考生一对一的当面对话形式进行, 能够更全面、准确地测试考生的真实英语听说能力。

GESE考试的层级分类, 由浅入深, 逐级深入; 选材源自生活, 贴近现实; 话题丰富多样, 简单明了。这样的分级和选题方式更符合学习者的自然学习过程, 应试者可以根据各自的喜好, 选择较为熟悉的话题在对话中加以充分扩展和发挥, 最大限度地调动自身的学习兴趣和积极性。可以说, GESE的这种由浅入深、层层递进的阶梯式考试分级模式, 更有利于考生在其中找到符合自己口语晋级水平的初始点, 有助于他们在学习过程中稳步提高

自己的英语口语表达能力，因此我认为，它是所有认证考试中更贴近学生学习过程的“考生友好型”（examinee-friendly）考试。

与托福（TOEFL）和雅思（IELTS）不同，GESE是近年来刚刚登陆我国大陆“历史久远，却又面目全新”的英语口语水平考试。为了帮助国内考生扎扎实实地打好备考基础，稳步提高听说能力，顺利通过这一考试的不同级别，我们特组织了部分高校英语教师，在详细了解GESE考试的基本体系、把握其核心理念、仔细研读该考试过往样题的基础上，编写了这套Pass Trinity（《圣三一英语口语等级考试教程》）。

在编写过程中，我们严格遵从伦敦圣三一学院最新考试大纲的相关要求，依照其考试范围所给定的话题内容进行选材和编写（详见2007-2010年考试大纲，Trinity College London）。同时，我们也认真参考了GESE考试机构为我们提供的相关英文版教程，从中国学习者的实际需求出发，根据任务型的英语教学模式和以学生为中心的教学理念，融话题、交际功能和语言结构于一体，图文并茂，把文化背景知识和英语学习的趣味性有机地结合在一起，突显真实生活情境下的语言交际活动。为帮助报考者更好地了解圣三一GESE考试的全貌，丛书还就该考试的主要内容给予简要介绍，其中包括考试形式和总体要求、级别诊断测试、语音训练、考试语言范例表、等级评定、考试会话样本、评分标准、话题表格等。每一分册在前言中还针对具体的考试等级，给出该分册的内容、特点和使用提示。

在编写丛书的过程中，我们得到了许多同行的帮助和支持，在此我们深表谢意。此外，我们还要感谢英国圣三一学院的Adam Giles和Francis Doogan先生，他们为本书的编写给出了很好的建议并提供了许多相关资料。尽管本教材的编写经过了无数次的集体论证、讨论和反复修改，但终因时间仓促，书中的疏漏和不足在所难免，我们恳请使用者不吝批评指正，以便我们在再版时对其进行新一轮的订正、修改和补充。

宫齐

己丑年岁末

于暨南大学羊城苑



# 前言

目前,随着全球化发展步伐的加快,我国的经济建设发展突飞猛进,对外贸易和国际交流活动日益频繁。在这一大环境下,迫切需提高英语学习者的口语水平,规范英语口语教学,让更多优秀人才脱颖而出,更好地运用英语在国际大舞台上充分发挥自己的作用和潜能。

英国圣三一英语口语考试(GESE)是全球最具权威的国际标准化英语口语考试之一,在国际上颇具影响力,得到了各国英语学习者的广泛认可。圣三一口语考试主要侧重英语的交流与表达,其一对一的考试形式能够如实地反映学生在英语交际方面的实际运用能力,是对考生的真实英语口语水平进行评价的好标尺。如今,这一国际英语口语等级考试已开始在我国境内推广,为了帮助学生们稳步地、扎实地提高英语口语表达水平,顺利通过这一考试,我们特编写了这套Pass Trinity(《圣三一英语口语等级考试教程》),该教程适用于不同年龄、不同层次、不同学历的英语学习者,旨在提高其英语口语交际能力,并为其口语水平定位。这亦是近年来中国英语(尤其是英语口语)教学不断努力的一个主要目标。

在本教程的编写过程中,我们参考了英语国家出版的相关教材,从学生的实际需求出发,借鉴了国内外同类教材与授课教师的经验,并根据英语级别考试教育的实际情况,本着实用、满足需求的目的进行编写。编写严格遵循任务型语言教学(Task-Based Language Teaching)的模式,融话题、交际功能和语言结构于一体,并有机地渗透了文化背景知识和学习策略,特别突出了真实生活情境下的语言任务,强调了学习者的生活体验。本教程中,每个单元所设立的话题均为圣三一考试范围中的给定话题,并严格按照其考纲选材及安排学习活动。课文所选定的内容力求深入浅出、贴近生活、题材多样、视角广博,旨在更好地培养学生准确运用英语进行交际的能力。

本书是此套考试丛书中第九分册。

## 本书特点:

- 1)教材在前级教材的基础上,对能力的要求逐步上升、循序渐进,让不同层次的学习者各有所获、各有所得。
- 2)选材与时俱进,注重知识性、趣味性。每个单元涵盖的信息在保证语言质量的基础上力求新颖,结合学生的思维特点选取典型的具有国内外文化特色的素材,注重实际语言交际。

3) 语法操练、句型练习、情景交流、综合听说等各种教学法有机结合、融于一体,讲实用、求实效。

4) 教材提供大量情景性真实生活的学习活动。这些活动有的围绕词汇而设计,有的为了语言的流利性而设计,或是为拓展相关的语言知识而设计,从基本的、单向的、静止的语言活动逐步过渡到互动的、充满活力的、层次渐高的活动。

5) 注重培养跨文化交际能力,语言与文化交融,寓文化背景知识于语言学习中。

6) 教材提供的练习注重实用,不流于形式,倡导课堂上自由的气氛和活泼的场面,鼓励学生自我控制、自我管理、自我活动。

### 本书内容:

1) 本书围绕圣三一GESE考试大纲第9级的6个主题编写,每个主题包含2个单元。6个主题分别为:习惯与着迷(Habits & Obsessions)、科技(Technology)、设计(Design)、全球环境(Global Environmental Issues)、犯罪行为与惩罚(Crime & Punishment),以及梦与梦魇(Dreams & Nightmares)等。

2) 为帮助读者对圣三一GESE考试第9级有个了解,本书包含了该考试的一些主要内容的介绍,具体包括:圣三一GESE考试第9级的考试形式和总体要求的总体介绍、圣三一GESE考试的级别诊断测试题、语音训练、考试语言范例表、等级的评定等。

### 使用提示:

在本书的使用过程中,教师一定要打破传统的语言传授的教学方法,要遵循任务教学法和以学生为中心的教学理念,将课堂的主要时间交给学生。要鼓励学生联系实际就某一主题的话题进行拓展,以主题为中心,积累足够的与主题相关的词汇;要鼓励学生在对话中要善于把握主动对话的能力,通过提问、转换话题等方式使对话持续。

1) 教师可采用“互动交流教学法”、“课堂专题发言法”、“小组讨论法”、“情景模拟教学法”等口语教学方法,其目的在于为学生营造一个轻松、愉快、和谐的课堂气氛,从根本上改变



传统的“教室”观念。

2) 借鉴国外的教学方法,让英语口语课的教室成为“学习室”、“表演室”、“聊天室”、“辩论室”和“采访室”。只有在这些非正式的氛围中,学生才能感到练习口语没有压力,且有积极参与口语活动的欲望,并且积极主动地练习口语。

3) 开展第二课堂以创造更多的英语语言环境。课下组织英语角、英语沙龙、英语讲座、兴趣小组等。此外,学生可以到开放的多媒体语言实验室观看录像片、原版故事片、英语系列教学片、欣赏英文歌曲等。充分利用本书教学内容再加上必要的课外指导,激发学生的口语学习热情,学生的英语口语交际能力必能逐步提高。

本书共分12个单元,朱常英编写第1、2、11、12单元,许少萍编写第3、4、9、10单元以及负责全书统稿工作,李晴辉编写第5、6、7、8单元,吴雪涛、陈文江参与编写以及教材校对工作。在编写过程中,编者参阅了大量书刊和相关论著,并吸取了其中的最新知识和有益素材,恕不一一注释,在此谨向原作者致以衷心感谢!

广州市粤海文化教育发展有限公司为本教材的编写在人力、物力和协调等方面给予了大力的帮助和支持,编者在此向他们表示真诚的感谢,在此尤其要感谢黄杰及其团队成员的多方支持。本书的编写过程当中,我们得到许多同行的帮助和建议,在此我们谨对他们表示诚挚的谢意。我们要感谢黄永安教授、官齐教授等专家,他们在本书的编写过程中曾仔细审读了初稿并提出了非常具体的修改意见。最后要感谢圣三一学院的Adam Giles先生和Francis Doogan先生,他们为本书提供了与圣三一考试有关的信息及建议。

由于编者水平有限,时间仓促,书中的疏漏和不足在所难免,我们恳请使用者不吝批评指正,以便我们在再版时进行修改和订正,使之日臻完善。

编者

2009年11月

# Contents


Map of the Book  
Overview of Trinity Grade 9  
Diagnostic Test

Unit 1	Habits & Obsessions	The Bad Habit of Drinking	1
Unit 2		You Might Be a Shopaholic	11
Unit 3	Technology	Facebook Helps You Connect and Share with the People in Your Life	21
Unit 4		What Is 3G?	31
Unit 5	Design	Beijing’s Olympic Stadium by Herzong and DeMeuron	39
Unit 6		Getting the Fashion Bug	49
Unit 7	Global Environmental Issues	Recycling	59
Unit 8		Environmental Protection	69
Unit 9	Crime& Punishment	Prisons in U.S.A.	77
Unit 10		Crime Explosion Shoplifting Scandal	85
Unit 11	Dreams & Nightmares	What Can Dreams Tell Us	93
Unit 12		What Do We Know About Nightmares	105
Pronunciation File			113
Sample Speaking			114
Grading and Marks			115
Practice Topic Form			116
Vocabulary			117

# Map of the Book

Unit	Subject area	Topic	Grammar & function
1	<i>Habits &amp; Obsessions</i>	Habits: good or bad	Wish
2		Obsession with shopping	
3	<i>Technology</i>	Recent technological inventions	Conditionals
4		Facebook.com Myspace.com What is 3G?	
5	<i>Design</i>	Architecture	Modals Expressing abstract ideas
6		Beijing's Olympic Stadium Fashion designs	
7	<i>Global Environmental Issues</i>	Climate change	Should/might/could + have + the past participle
8		Environmental problems Environmental protection	
9	<i>Crime &amp; Punishment</i>	Prisons in U.S.A.	Grammar review
10		Benefits of quitting smoking Crime explosion	
11	<i>Dreams &amp; Nightmares</i>	What can dreams tell us	Verbs followed by the gerund and/ or infinitive
12		What do we know about nightmares	





# **Unit 1**

## **Habits & Obsessions (I)**

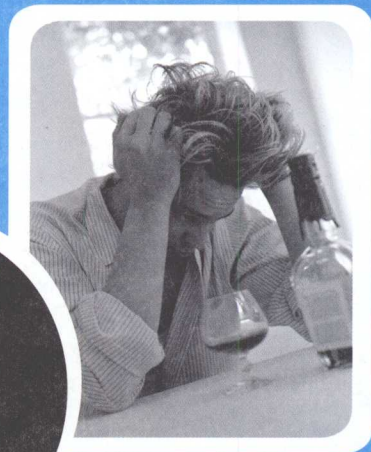
The bad habit of drinking

## Warming-up Activity



### Picture Description ----- Watching and Speaking

In pairs, look at the photos on the right and say if these habits are good or bad and why.



## Practice Task 1: *Thinking and Speaking*

**Part 1** ----- Please get into pairs and talk about your habits with each other. How often do you have sports, go shopping, watch movies, surf and chat online? Try to find about each other's habits. Make a list of people's habits as many as possible.

Good Habits
_____
_____
_____

Bad Habits
_____
_____
_____

**Part 2** ----- Look at your list and discuss in pairs which ones might develop into an addiction and how one can break away from them.

## Practice Task 2: *Group Discussion*

**Part 1** ----- Read the following articles (1~4) and decide what habits they are about. Are they good habits or bad ones in general?



1 My son is crazy about music. He is a 24-year-old graduate at City University. Since his childhood, he has become a real music fan and has tried every bit to catch music trends. Apart from those traditional radios, tapes and *cassette* recorders, he has got all that equipment for music, CD, VCD, DVD players, a computer, mp3 and mp4 players, a *palm*. All of these have easy and quick access to music and songs. He seems listening to music all the time, no matter studying, working or resting, in streets, at school and at home alike. We often find him listening to music through those tiny *ear-buds* attached to his *portable* electronic *devices*. Isn't he a real music fan?!!



2 Over the last two months I have been experimenting with learning through online activities which students can work on *autonomously*. Every day I log on into <http://daily-english-activities.blogspot.com> and spend at least 3 hours learning in it.

I try each of them and they are fun, although challenging, especially the new ones. It is surely helpful in enlarging one's knowledge if I can keep on trying. These activities are all mainly quite short and I have got in the habit of doing them each day (there is a new one on the site each day) and they do help me develop good autonomous learning habits. I am really interested in these activities, as well as the way which I can learn online.

3 I think summer may just be my favorite season. Sure, fall has its colorful leaves, winter has the holidays, and spring has gardens filled with flowers. But summer has it all—bright sunshine, green grass, sandy beaches, and best of all, no school! All of my most memorable summers were spent at a sleep-a-way camp in the mountains in countryside. I loved, loved camp! It was eight weeks (Well, seven and a half weeks actually, but who's counting?) of nonstop fun. My camp days were full of arts and crafts, pioneering, swimming, softball, campfires, canoeing, and reading.





4



I remember I first visited London College of Beauty Therapy Salon 3 years ago, and had my first deep cleansing *facial* and body treatment there. The students who gave me treatments were very well trained and professional, and I really enjoyed their treatments. Ever since then I have grown interested in going to beauty salons and having various treatments. I love those treatments, *massage*, facial, *manicure*, *pedicure* and *sauna*. I feel very good about myself every time when I come out of a beauty salon after I have the marvelous care done. I am really happy about this.

**Part 2 -----** Read the following questions and in pairs express your opinions.

1. What could possibly happen if a person listens to music through the tiny ear-buds too much?
2. What are the other benefits brought by the Internet? What about its disadvantages?
3. Do you like the outdoor activities? Can you describe any kind of outdoor games that you used to play as a child or school-boy (school-girl)?
4. Can a beauty salon make a beauty? Why or why not?

### Practice Task 3: *Reading and Speaking*

**Part 1 -----** Read the following passage about drinking and discuss why people develop the bad habit of drinking, even though they know it is harmful.



#### *The Habit of Drinking*



Frenchman millionaire, Dome examines the habit of drinking and tries to find solutions to the problem. He came to London in 2000, to join a huge fan of Britain then and now, and he is still puzzled by one national *trait* — the habit of *binge* drinking.

He remembers the shock of his first encounter with the British weakness for *excessive* drinking. Shortly after arriving in London he came across a group of teenagers wandering about in the street surrounded by dozens of empty bottles. He soon

discovered that drinking to excess is commonplace in towns and cities across the UK.

He now has broader concerns about the regulation of alcohol use and says that it's time for a conscience-awakening. He also says the government has proved the case for tobacco, though tobacco plays a very important role in economy, so he implies the same needs to be done for binge drinking.



## Grammar Focus

### wish

We use **wish** with the infinitive, the past simple, past perfect and would to express wish at present or in the future, and regret that things are not different and refer to situations that are unreal, unlikely or impossible.

a) **Wish followed by the infinitive** is used to express a wish at present or in the future that is possible to fulfill.

*I wish to visit the Great Wall.*

b) **Wish followed by the past simple** is used to express a wish or regret about a situation in the present. “were” is often used instead of “was” after “I”, “she”, “he” or “it”.

*I wish I were richer.*

*I wish I could fly.*

*I wish I didn't say this.*

c) **Wish followed by the past perfect** is used for wishes or regrets about the past.

*I wish I had never accepted the job.*

*He wished he had tried more things at college.*

d) **Wish followed by would or could** is used for a present or a future wish. It often expresses regret, dissatisfaction, impatience or irritation.

*I just wish he would talk to me!*

*I wish you could go with me.*

e) **Wish followed by a noun or noun phrase** is used to express a wish of good will.

*I wish you success.*

*Wish you a merry Christmas and happy New Year.*



## Practice Task 4: Grammar Practice

Complete the following sentences with the correct form of the verbs in brackets. Some of them are negative statements.

1. She always wishes her son \_\_\_\_\_ the gift of art like yours. (have)
2. I wish I \_\_\_\_\_ out of (going to) that boring party. (get)
3. Her husband wishes she \_\_\_\_\_ herself up for the party. (dress)
4. He did not wish Jack \_\_\_\_\_ that he was suspected of harboring any sinister designs. (know)
5. Pity we live so far from the sea. I wish we \_\_\_\_\_ to the seaside today. (go)
6. You are so annoying. I do wish you \_\_\_\_\_ bothering me. (quit)
7. It was so cold. He wishes he \_\_\_\_\_ to his mother's advice and \_\_\_\_\_ more clothes! (listen, take)
8. Most overseas Chinese wish China \_\_\_\_\_ even more flourishing. (be)
9. They had a bitter argument in their honeymoon. It was so bitter that neither of them wished they \_\_\_\_\_ married. (get)
10. Johnson is such a shy boy. He wishes he \_\_\_\_\_ a more confident personality. (have)
11. A gap in the market is absence of a type of article which people might wish \_\_\_\_\_. (buy)
12. She went away with a broken heart. He really wished he \_\_\_\_\_ her by telling that he didn't feel for her at all. (not hurt)
13. Ed has just moved to a new neighborhood. When he came back home after midnight, he suddenly found that he had lost his key! How he wishes he \_\_\_\_\_ somebody here! (know)
14. It is very good to hear from you. Your letter implies that your parents wish \_\_\_\_\_ me. (meet)
15. You work so hard these days. Wish you \_\_\_\_\_ of your final exams! (succeed)

## Practice Task 5: Function Focus

Sometimes we regret things that have happened in the past, we are not happy with our present situation or we would like to make change in the future. In this situation, we can use **I wish...** to express such regrets or wishes.

*I wish I lived in France.*

*I wish I could come to visit them next year.*

*I wish I had asked him this question.*

**Part 1** ----- Now make at least 3 new sentences for each situation, starting with "I wish..."



1. I have never been to anywhere outside my hometown. I was born, have grown up and studied here and I work here. I have lived here so long, knowing nothing about the outside world!



2. I should have told Mum the truth. She was so worried that I didn't continue my teaching and I changed a job of which I have no experience at all.