

# PASS

## Trinity

圣三一英语口语等级考试教程

A Complete Course For  
Trinity Grade 8

谢天麟◎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 8  
Students' Book**

主 编：谢天麟

副主编：孙艳梅 耿明亮

编 者：李美芝 谢天麟

孙艳梅 耿明亮



图书在版编目(CIP)数据

圣三一英语口语等级考试教程. 8 / 谢天麟主编. —  
北京: 北京教育出版社, 2010.2  
ISBN 978-7-5303-7464-1

I. ①圣… II. ①谢… 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027128号

---

PASS Trinity  
圣三一英语口语等级考试教程  
A Complete Course For Trinity  
Grade 8  
Students' Book  
谢天麟 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: 8.75  
字数: 80千字  
2010年2月第1版 2010年2月第1次印刷  
印数: 3 000册  
定价: 39.80元  
ISBN 978-7-5303-7464-1

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、考试语言范列表、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八分册。

## 本书特点:

1) 注重语言基本功,立足于语言交际能力的培养。本册教材在前级教材的基础上,循

序渐进，对口语能力提出了新的要求，让不同层次的学习者各有所获，各有所得。

2) 本书的编写材料知识性、趣味性较强，人文、科技内容兼而有之。

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、融为一体，讲实用、求实效。

4) 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。

5) 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。

6) 针对性较强，每单元的内容紧紧围绕一个话题，为学生提供丰富的素材，同时，通过会话、情景交流等练习使学生不拘泥于课本，给学生自由发挥的空间。

### 本书内容：

1) 本书围绕圣三一GESE考试大纲第8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：全民环保意识(National Environmental Concerns)、个人的理想与价值(Personal Ideals and Values)、公众人物(Public Figures)、社会生活水平(Society and Living Standards)、工作领域(The World of Work)，以及超自然现象(The Supernatural)。

2) 为帮助读者对圣三一GESE考试第8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8级的考试形式和要求的总体介绍、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：

圣三一英语口语考试非常注重学生的交际沟通能力，所以在本书的使用过程中，教师一定要打破传统的“填鸭式”教学方法，应以学生为中心，注意课堂互动。在Topic Phase和



Interactive Task两部分中，不仅使学生通过对话练习口语，也在对话中培养学生引导话题方向、灵活驾驭语言的能力，同时，教师应注意培养学生的自主学习能力，引导学生主动搜集信息，积累足够的与主题相关的词汇。此外，在这两部分中，编者 also 根据圣三一口语考试的模式及特点，给出了相应的备考应试的方法和技巧。

本书共分十二个单元，耿明亮编写第1、2、3、4单元；孙艳梅编写第5、6、7、8单元，并负责全书的统稿工作；李美芝编写第9、10、11、12单元。全书由孙艳梅负责统稿及教材校对。在编写过程中，编者参阅了大量文献，此处恕不一一注释，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；我们还要特别感谢官齐教授、谢天麟教授等，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 8  
Diagnostic Test

<b>Unit 1</b>	<b><i>Greening Up Our Environment</i></b>	The types of pollution Greening up our environment	1
<b>Unit 2</b>		The ways of greening up our environment	9
<b>Unit 3</b>	<b><i>Personal Ideals and Values</i></b>	Some different personal ideals: life, work, marriage and family	17
<b>Unit 4</b>		The different influences of different values	25
<b>Unit 5</b>	<b><i>Public Figures</i></b>	Some public figures The Beatles The past perfect	33
<b>Unit 6</b>	<b><i>Famous Persons</i></b>	The great persons/leaders Describing a famous person	41
<b>Unit 7</b>	<b><i>Society and Living Standards</i></b>	The types of building The public transport Reported Speech	49
<b>Unit 8</b>		Decorations and facilities of the house Describing your own house	59
<b>Unit 9</b>	<b><i>The World of Work</i></b>	Different kinds of professions Choosing a job	67
<b>Unit 10</b>	<b><i>Career Life</i></b>	Different positions about jobs Applying for a position	77
<b>Unit 11</b>	<b><i>The Supernatural</i></b>	Supernatural phenomena Expressing doubt and speculation	87
<b>Unit 12</b>	<b><i>The Extremes</i></b>	Some extremes & Topic phase review Clarification and understanding the conversation	97
Pronunciation Files			106
Grading and Marks			111
Sample Speaking			112
Practice Topic Form			114
Vocabulary			115

# Map of the Book

Unit	Subject area	Topic and interactive	Grammar & function
1	National Environmental Concerns	Environmental pollution and how to deal with the pollution	The subjunctive mood
2		The solutions of environmental pollution	
3	Personal Ideals and Values	About personal values	Linking expressions and cohesive devices
4		How to deal with the relations between ideal and reality	
5	Public Figures	The reasons of loving famous people	The past perfect
6		Describing a famous person who you admire	
7	Society and Living Standards	Transport, the advantages of bicycles	Reporting the conversation of others/reported speech
8		Living standards, the methods of communications	
9	The World of Work	The world of work	The present perfect continuous: to talk about actions or situations that started in the past and continue into the present
10		Expressing feelings and emotions	
11	The Supernatural	Inviting comments and keeping the conversation going	Expressing doubt and speculation
12		Asking for clarification and understanding the conversation better	



# Unit 1

## Greening Up Our Environment (I)

The types of pollution  
Greening up our environment



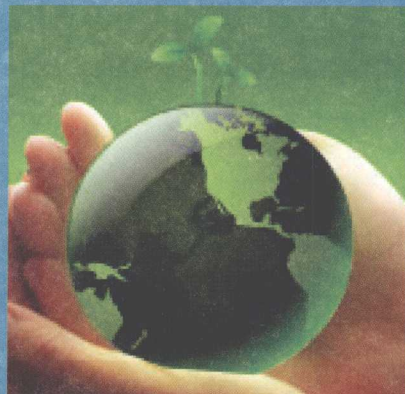


## Warming-up Activity



### Picture description -----Watching and speaking

Look at the photo on the right and discuss what the photo tells us with your partners. Then exchange your ideas with the other groups. After discussion, do you know how you should do for our environment?



## Practice Task 1

Match the first word of each paragraph (A~D) with the paragraphs (1~4) of the text below.

A. Hybrid    B. Electric    C. Fuel cell    D. Solar



Today's Cars Can Be "Green"

The "green" car has become **popular** in **recent** years. It means that a car is **environmentally** friendly. There are a few new types of cars that don't use petrol.

1. cars: This car uses a battery for its **power**. When you're not driving it, just **plug** it **in** like a mobile phone to give the battery more power. Some electric cars are 97 per cent cleaner than petrol cars, because they don't make exhaust. But car makers still can't make a battery that lasts for more than a few hours. That's why electric cars aren't very popular.

2. cars: Car makers are now learning about how fuel cells can be used to power cars. Fuel cells use **hydrogen** and **oxygen** to make power. The only exhaust they produce is clean water.

3. cars: This kind of car has large **panels** on top that take power from the sun's light. The car holds that power in a battery. Solar cars might be the cleanest of all. But no one uses them, because solar panels can't get enough power from the sun to make a car go for a long time. Also, they are very slow.

4. cars: This kind of car is the most **exciting** for now, because it is very clean and not too **expensive**. The idea behind a hybrid car is very smart: Half the time, it uses petrol, and half the time it uses a battery. So, when the petrol engine is working, it puts some of its power back into the battery. It uses much less petrol than other cars.

## SUBJECT AREA VOCABULARY

### Practice Task 2

**Part 1** ----- Complete the table with the different forms of the words from the text. There is an example for you.

Noun	Adjective	Adverb
popularity	popular	popularly
	recent	
		environmentally
power		
	exciting	
	expensive	



**Part 2** ----- Complete the sentences with a form of the word given.

1. It is compounded by temperature **inversions**, which cause the air pollution to be kept in a particular area for \_\_\_\_\_ periods. (extend)
2. Continued exposure to smog can result in **respiratory** problems, eye \_\_\_\_\_ and even death. (irritate)
3. Since 1993 the Chilean government has been working with an agency in the United States to \_\_\_\_\_ the air quality in Santiago. (improvement)
4. Set in an enclosed valley between the \_\_\_\_\_ range and the **Andes** Mountains, **Santiago**, Chile, experiences high levels of air pollution. (coast)
5. Pest control has become a difficult issue for farmers because of its \_\_\_\_\_ environmental impact. (potentially)
6. A person living in an industrialized nation produces a great variety of solid waste, often a mix of potentially reusable or \_\_\_\_\_ items and largely \_\_\_\_\_ material. (recycle, nonrecycle)

### CONVERSATION PHASE



### Practice Task 3

In the conversation phase, the examiner might talk about greening up our environment. She/He might do this by asking a question about the environmental problem and let you express your own ideas.

**Part 1** ----- Make up four questions which the examiner might ask about the environmental problems.

- Examples:**
1. Depending on rules and regulations, is it possible to green up our environment and keep ecological balance?
  2. With the development of industry, what kind of problems of environment have arisen gradually?

**Part 2** ----- Use your questions to practise the conversation phase with a partner.





## Listening Task 1

**Part 1** ----- Look at the pictures and decide what types of pollution the six pictures belong to. Match the types of pollution (A~F) to the pictures below.

A. Air Pollution

B. Water Pollution

C. Soil Pollution

D. Noise Pollution

E. Solid Waste

F. Hazardous Waste



1. (     )

2. (     )

3. (     )

4. (     )

5. (     )

6. (     )

**Part 2** ----- Listen to the radio programme. Complete these sentences from the audio.

Scientists blame \_\_\_\_\_ factories in the Ohio River Valley of the middle west for most of the nitrogen and sulfur pollution in the northeast. Winds carry the pollution toward the east. It mixes with \_\_\_\_\_ and then falls as \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_. This is called \_\_\_\_\_.



## Grammar Focus

The subjunctive mood

*To talk about imaginary past events and their results, we use the subjunctive mood:*

If+had (not) + past participle, + would (not) + have + past participle

*If you **had been** more careful, the rice **would not have been burnt**.*

*If he **had not been** ill and missed many classes, he **would have made** greater progress.*

*If he **had not walked away**, she **would have said** more.*

*If I **had known** that you were coming, I **would have met** you at the airport.*

*In spoken and informal English we contract auxiliary verbs and negatives:*

*If you'd **been** more careful, the rice **wouldn't have been burnt**.*

*If he'd **not been** ill and missed many classes, he **would have made** greater progress.*

*If he **hadn't walked away**, she **would have said** more.*

*If I'd **known** that you were coming, I **would have met** you at the airport.*

*We can change the order of the condition and the result. We don't use a comma here:*

He *would have made* greater progress *if* he *hadn't been* ill and missed many classes.

*Would* he *have made* greater progress *if* he *hadn't been* ill and missed many classes?

She *would have said* more *if* he *hadn't walked away*.

*Would* she *have said* a lot *if* he *hadn't walked away*?

## Practice Task 4

**Part 1** ----- Choose the best answer for each sentence.

- Alan \_\_\_\_\_ the party if he had gone to London.  
A. would have missed      B. had missed      C. would miss      D. missed
- If I knew you were coming, I \_\_\_\_\_ you at the airport.  
A. had met      B. met      C. would meet      D. would have met
- If only I \_\_\_\_\_ to my parents! (But I didn't.)  
A. listened      B. had listened      C. should listen      D. would listen
- Tom suggested that Ann \_\_\_\_\_ the house.  
A. sell      B. sold      C. shall sell      D. would sell
- I wish this bus \_\_\_\_\_ to the university.  
A. go      B. went      C. has gone      D. had gone
- Simon looks as though he never \_\_\_\_\_ a square meal, though his parents feed him very well.  
A. get      B. getting      C. got      D. should get
- He is talking so much about America as if he \_\_\_\_\_ there.  
A. had been      B. were      C. was      D. been
- I \_\_\_\_\_ you some money, but I hadn't got any then.  
A. would lend      B. would have lent      C. could lend      D. may have lent
- Have you ever been to Beijing? —No, but I wish I \_\_\_\_\_.  
A. have      B. will      C. do      D. had
- I don't think it is the right time that you \_\_\_\_\_.  
A. will go      B. went      C. go      D. must go

**Part 2** ----- Complete the sentences using the verbs supplied.

- If you \_\_\_\_\_ (arrive) ten minutes earlier, you could have seen them off.
- It's time that we \_\_\_\_\_ (go) to the railway station.
- If they \_\_\_\_\_ (not help) us, our experiment would have failed.
- You're five minutes late. I suggest that you \_\_\_\_\_ (come) earlier tomorrow.

5. Mother often tells us that it is necessary that we \_\_\_\_\_ (drink) a glass of water after we get up.
6. She insisted that she \_\_\_\_\_ (send) to work in the faraway small town.
7. If i \_\_\_\_\_ (not forget) his telephone number, I would have rung him.
8. He is busy now. If he \_\_\_\_\_ (be) free, he \_\_\_\_\_ (go) with you.
9. The manager was not in his office then. If he \_\_\_\_\_ (be) here, everything \_\_\_\_\_ (settle) in a minute.
10. Noisy as it was, he went on reading as if nothing \_\_\_\_\_ (happen).



## Listening Task 2

Listen to two statements about greening up our environment. Write down the two third conditional sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_



### More topic phase advice

Do you know what you should and shouldn't do in the topic phase of the exam?

## Practice Task 5

**Part 1 -----** Read the seven points about how to do in the topic phase of the exam. Remember them.

- You should prepare a topic that you are interested in and know a lot about.
- Don't prepare a speech. This phase should involve a discussion about the topic between you and the examiner.
- You should prepare enough material for the discussion to last for up to four minutes.
- You should use notes and/or diagrams, e.g. a "mind map", to help you in the exam.
- You should let the examiner have a copy of your notes/diagrams (but these aren't assessed).
- You should anticipate questions the examiner might ask you about your topic, and plan possible responses.
- You should be prepared to explain what you've said in detail if you're asked.

**Part 2 -----** Make up a dialogue with your partner about greening up our environment and discuss how to deal with the environmental problems. Give your own ideas.



### INTERACTIVE TASK—ADVICE AND PRACTICE



## Practice Task 6

**Part 1 -----** There are many different types of things you can say in the interactive task. According to