



PASS

Trinity

圣三一英语口语等级考试教程

A Complete Course For
Trinity Grade 10

王 林 朱凡希◎主编

Students' Book

北京出版集团公司
北京教育出版社

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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,融汇话题、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十分册。

本书特点:

- 1) 本土生活气息与英语文化背景有机结合,注重真实的语言交际。选材新颖,注重知识性与趣味性相结合。选材考虑了中国学生、尤其是青少年学生的思维特点和价值取向,讲求实用和实效。
- 2) 突出学习策略的培养。语法灌输和听力训练有机地融入主题探讨当中,语言基本知识的掌握和言语表达的流利齐头并进。

3) 凸显以“学生为中心”的教学方向。围绕主题而展开的巩固型练习不流于形式,注重亲身实践和批判性的探讨。倡导自由的课堂气氛,鼓励学生自我控制,自我管理和自我评估。

本书内容:

1) 本书围绕圣三一GESE考试大纲第10级的12个主题编写,每个主题为1个单元。12个主题分别为: 家庭角色(Roles in the Family), 校园欺凌(Bullying), 课程大纲(The School Curriculum), 青年行为(Youth Behaviour), 网络运用(Use of the Internet), 潮流品牌(Designer Goods), 国际事件(International Events), 机会均等(Equal Opportunities), 社会议题(Social Issues), 地球未来(The Future of the Planet), 科学发展(Scientific Development)以及压力舒缓(Stress Management)。主题既涉及具体的身边人、身边事,又涵盖了抽象的思辩和讨论。考虑到话题讨论和互动交流占据了GESE第10级考试的近三分之二、长达十五分钟,因而海量的语料输入是本教材的重中之重。

2) 为帮助读者对圣三一GESE考试第10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10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:

GESE第十级是高级别的任务型考试,时长25分钟。谈话流畅度、语法和词汇运用、语音语调、听力理解以及交际能力是评分的核心。大纲要求考生在考试过程中能够清晰地传达信息、自如地和考官交流思想。基于此,在本书的使用过程中,建议老师遵循以下几点:

1) 遵循任务教学法以及“以学生为中心”的教学理念,将课堂的主要时间交给学生。

2) 引导学生的交际意识,培养学生积极的交际策略,从而达到掌握对话主动权的目的。

另一方面,作为学生自主学习的监督员和引导者,教师还必须在整个课堂教学中完成“听、说、读、写”四项语言基本素养的培育。因而,教师对教材结构的了解至关重要。本书每一单元的基本构架是:语言素材准备(任务型的小组讨论)、语篇阅读和分析、听力训练、语法知识概述和

运用。也就是说，每个主题的课堂教学由四个部分组成。在素材准备的第一阶段我们旨在强调这几项语言功能：表达意见、协商、劝说、鼓励。这是得体语言交际的基础，因而我们把这项训练贯穿始终。而第二阶段的精细阅读则是对话题深度的挖掘以及话题语汇的扩展。

此外，GESE第10级考试听力部分有两项测试：

- 1) 要求考生根据听力材料提供一个合适的结尾；
- 2) 要求考生说明听力材料中的参与者、事情发生的情景或场合。

这两项要求看似简单，但是如果不具备较高的听力技能则很难实现，如预测、推断、推论等，因而我们安排了较为细化的听力任务，如主题分析、完型填空、对错判断等。第四阶段的语法遵从GESE第10级要求进行系统安排，但知识的灌输围绕相应的话题展开交际运用，完全打破了“交际型教材无法系统体现语法知识”的咒语。

本书共分12个单元，王林、朱凡希共同编写第1、2、3、4、5、6、7、8单元；傅运春编写第9单元；刘小芬编写第10单元；黄宇编写第11单元；何慧萍编写第12单元；朱凡希、聂玮舒注释了全书12单元所有的生词和短语。全书由朱凡希负责统稿、王林负责校对。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！

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。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；我们要特别感谢官齐教授，他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；此外，我们要感谢英国圣三一学院的Adam Giles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

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Map of the Book

Unit	Subject Area	Topic	Grammar & Function
1	<i>Roles in the Family</i>	Family roles Roles of Chinese family The paradigm of families	Present time Present time: shifting to future
2	<i>Bullying</i>	School bullying	Simple past & Past perfect Shifting from past to present
3	<i>The School Curriculum</i>	Schools for the learning disabled Having a second language	Future time & Progressive aspect
4	<i>Youth Behaviour</i>	Youth behaviour on junk food The ODD syndrome & the Parentine strategies	Transitive, Intransitive & Middle voice
5	<i>Use of the Internet</i>	The history of the internet development The global digital divide and the internet	Articles to express a generic reference Definite reference
6	<i>Designer Goods</i>	Sports design forum — a resounding success Reasons for purchasing designer goods	Verbs with direct objects (DO) & Indirect objects (IO)
7	<i>International Events</i>	Winter games “Bravo! ASEAN” the 8th Asia Arts Festival	Academic phrasal modals
8	<i>Equal Opportunities</i>	Discrimination Policies Your sex matters The gap between haves and have-nots	Past logical scale
9	<i>Social Issues</i>	Childhood exposure to media Violence Destruction of the Rainforest	Subject—verb agreement Collective nouns
10	<i>The Future of the Planet</i>	What the future looks like in 2050?	Gerunds & infinitives as subjects
11	<i>Scientific Development</i>	The nature of innovation	Subject complements Gerunds following a preposition
12	<i>Stress Management</i>	Stress syndrome Managing stress from another world	Quantifiers with “of” gerunds & Infinitives: perfect forms



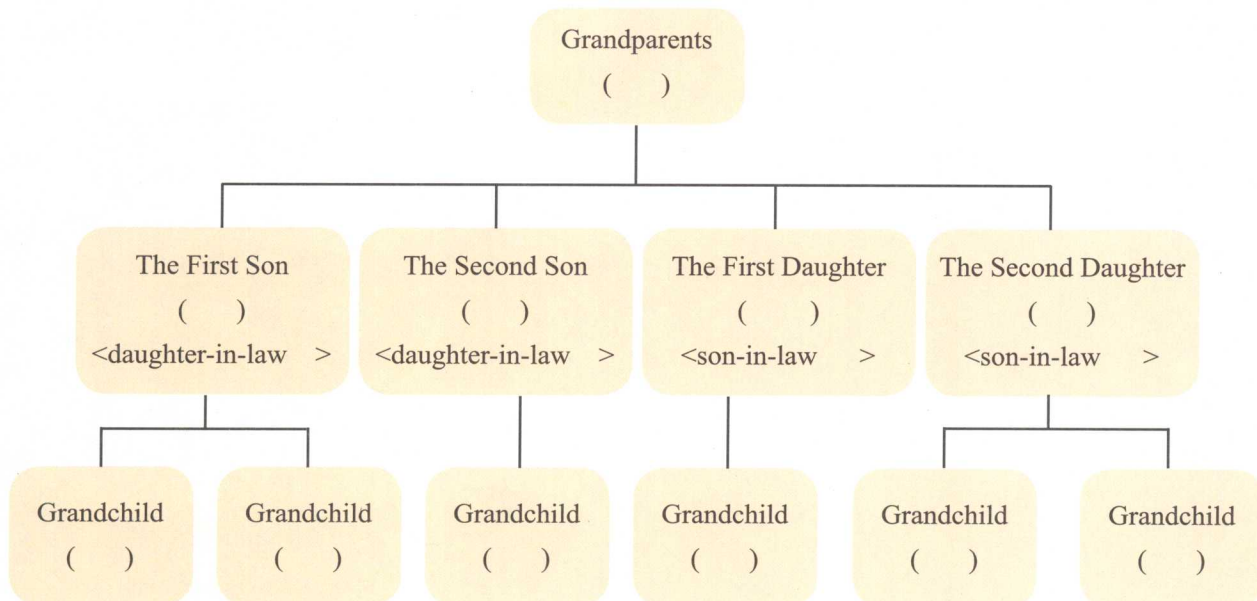
Unit 1

Roles in the Family

Family roles
Roles of Chinese family
The paradigm of Families

Practice Task 1

Part 1 ----- Work in pairs. Tell each other the family members according to the family tree.



Part 2 ----- Analyse closely the following children's beliefs and label them respectively (1) Family Hero, (2) Scapegoat, (3) Adjuster, (4) Mascot, or (5) Placater.

- | | |
|--|-----|
| "If I make people laugh, there is no pain." | () |
| "I am angry about it, whatever it is." | () |
| "If I don't do it, no one will." | () |
| "If I take care of you, you won't leave me or reject me." | () |
| "If I am screaming loudly, someone may notice me." | () |
| "I must take the unpleasant feeling away." | () |
| "If I don't do this, something bad will happen, or things will get worse." | () |
| "I must take care of others' feelings." | () |
| "If I don't get emotionally involved, I won't get hurt." | () |
| "I must stay in control of my feeling." | () |
| "Take what you want. No one is going to give you anything." | () |

"I can't make a difference anyway."

()

"Why should I feel? It's better if I don't."

()

"If I focus on someone else, the focus won't be on me and that is good."

()

Part 3 ----- Do you know the meaning of the following adjectives? Look them up in a dictionary or ask your teacher, and then match them respectively with (1) Family Hero, (2) Scapegoat, (3) Adjuster, (4) Mascot, or (5) Placater.

decisive	easy-going	flexible	creative	quiet
self-destructive	defiant	self-disciplined	sensitive	distracting
irresponsible	immature	vigilant	inflexible	organized
goal-oriented	caring	empathic	intrusive	responsible
rebellious	compassionate	anxious		

Part 4 ----- Are you living in a nuclear family or an extended one? What kind of role/roles do you play in your family? Discuss in pairs.

Practice Task 2

Part 1 ----- Read the article carefully and answer the following questions.

1. Why is it significant to establish clear family member roles?
2. What kind of commitment should both father and mother be actively engaged in?
3. Under what circumstances do any family member feel overburdened?
4. What is "family needs" maintenance made up of?
5. Can you summarize the suggestions for healthy family roles?



Within families there are certain roles that need to be taken and filled by family members. Researchers agree that if a family establishes clear family member roles, they are better able to deal with day-to-day issues and normal changes as well as unforeseen events.

Every family member has five major roles that must be filled in order for a family to function effectively.

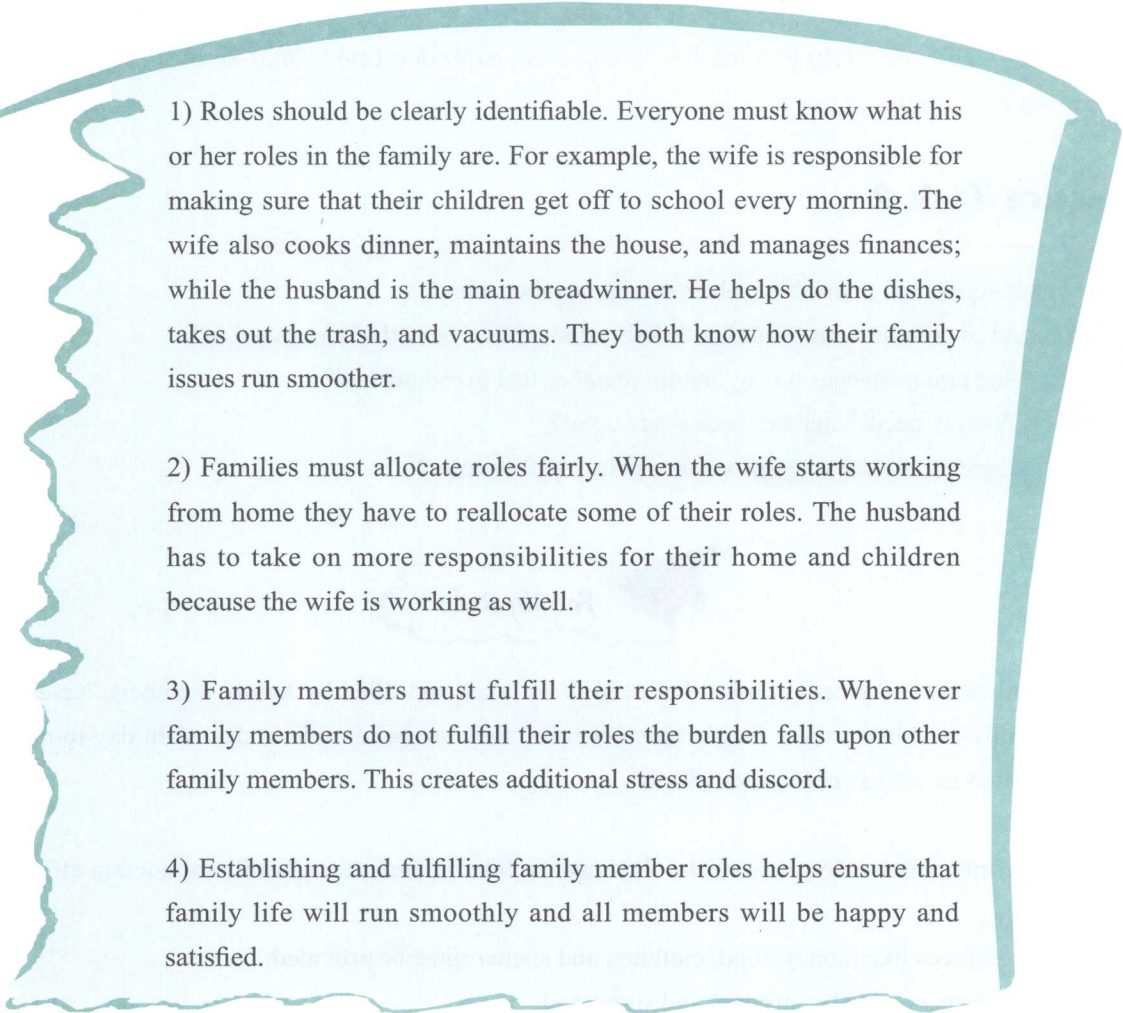
- Physical resources like money, food, clothing, and shelter must be provided.
- Family members need to be nurtured and supported.
- Children need to be taught life skills. This refers to the emotional, physical, educational, and social

development of children.

- The family needs to be maintained; this includes day-to-day tasks, discipline, decision-making, and other tasks.
- A marriage where the sexual needs of both partners is met.

As a couple parents can decide how the different roles will be allocated. Typically fathers can earn more money and take on most of the responsibility for the first role. Mothers are often better at nurturing and making sure that emotional needs are met. Although both parents need to make sure that they are meeting the emotional needs of their spouse, they should also be actively engaged in teaching their children life skills. The maintenance of the family can be divided up so that no member feels overburdened.

Here are some suggestions that families can establish and maintain healthy roles.



1) Roles should be clearly identifiable. Everyone must know what his or her roles in the family are. For example, the wife is responsible for making sure that their children get off to school every morning. The wife also cooks dinner, maintains the house, and manages finances; while the husband is the main breadwinner. He helps do the dishes, takes out the trash, and vacuums. They both know how their family issues run smoother.

2) Families must allocate roles fairly. When the wife starts working from home they have to reallocate some of their roles. The husband has to take on more responsibilities for their home and children because the wife is working as well.

3) Family members must fulfill their responsibilities. Whenever family members do not fulfill their roles the burden falls upon other family members. This creates additional stress and discord.

4) Establishing and fulfilling family member roles helps ensure that family life will run smoothly and all members will be happy and satisfied.

Part 2 ----- Scan the article about roles of Chinese family. What significant changes are mentioned?



For the last two decades, Chinese families have gone through numerous dynamic changes. Much of the old structure and many of the old values of the traditional Chinese family have been replaced by a new structure and new values of the modern Chinese family.

The stereotyped view of the Chinese family was that of a large extended family, with several generations and immediate families all living under one roof, being a self sufficient and self-help institution for its members, providing child care and the care of the elderly. This is no longer true for the modern Chinese family. Nowadays, the Chinese family structure is mainly a nuclear one with the husband and wife living with their children and sometimes their parents. Only a small number of Chinese families may have relatives living in their proximity.

Therefore, the Chinese family no longer performs the function of providing mutual help with child care and care for the elderly outside their immediate relations.

However, the Chinese continue to emphasize the values of family and to maintain close family links. There is a strong bond between parents, children and other family members. It is still customary that Chinese parents expect all their children to return home for the Chinese New Year Eve's dinner and other festival celebrations.

While Chinese men continue to occupy a dominant position in the family in terms of decision-making, Chinese women are acquiring greater equality with men as they contribute their income or labour to their family business.

Egalitarian roles are more widely accepted in families of Chinese professionals. However, many Chinese families still feel that women's roles are primarily for the raising of children and the running of the home.

Significant changes are as follows:

Part 3 ----- Read the following passage closely and then work out the theme.



The Paradigm of Families

Over the past couple of decades, the paradigm of families has slowly started to shift. It is no longer the social duty of a mother to attend to her child's education, if the father can do it. One of the main factors that have caused this change is the fact that employment options for women have improved, and they are now in a position to win more money than their spouses, which makes them the main providers in the household. An increased number of males take freelance jobs and work from home, so it's only natural for them to keep an eye on the children as well.

"Professional pressure pushes young researchers to have a very productive lab. Seeing as my salary is greater than my husband's, we wanted to limit our financial losses so he became the primary caregiver," Universite de Montreal School of Optometry professor Elvire Vaucher, who has taken on the role of the main provider for her family, while her husband works from their home, shares. When their second kid was born, she only stayed home for three months, rather than a year, and then resumed her work.

This type of situations has become increasingly common in the US, Canada, as well as in several dozens of other developed countries, where women are very qualified and can easily beat a man in a direct competition for any position. The fact that discrimination still exists and that some companies only have men in upper functions has nothing to do with the actual knowledge that these ladies hold. In the developing world, lack of education keeps them down and away from well-paid jobs.

This is "an excellent change. Yet, there is still a lot of work to be done with the population and with employers so that men can fully take their place at home. Between 2001 and 2006, the number of fathers demanding paternity leave upon the birth or adoption of their child quadrupled," sociologist Germain Dulac stresses.

However, "Women continue to be paid less for equal work. They are often assigned positions with less responsibility. And at home, the situation isn't much better – they continue to do the majority of the housework," the expert underlines, adding that equality between men and women is stronger in Canada than anywhere else in North America.

Theme: _____