

上海外语口译证书培训与考试系列

英语基础口译证书考试

基础听力辅导

张 曦











主 编 张 曦



内容提要

本书为《上海外语口译证书培训与考试系列》丛书之一。该书以大量的练习题为基础进行分类,在各种相似的题型前进行技巧点拨,利用大量的训练强化技巧,帮助考生斩获高分。读者对象为参加基础口译考试的考生以及参加考试培训的考生,同时对有志于提高翻译口译水平的英语爱好者也有一定的帮助。

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前 言

本书是"上海市英语基础口译证书考试"听力部分的辅导教材,可作为《基础听力教程》的有效补充。本书精选历年听力考试真题,辅以听力考试技巧讲解和大量练习,对准备参加英语基础口译证书考试的考生起到辅助和提高的作用。同时,本书也可作为广大英语自学者自学提高之用。

本书共分为十四个单元,第1单元到第4单元对听力考试的各部分分类讲解,辅以专项练习,包括听力填空、单句理解、短对话、句子听译、段落听译等,使考生熟悉考试各种题型的同时,了解掌握各种题型的应对方法,第5单元针对听力考试经常出现的数字题进行了讲解,提供各种数字的朗读和理解方式,并且对各个题型中的数字题进行大量练习,便于考生针对弱项,获得有效提高。第6单元至第14单元针对听力考试中经常涉及的题材,分为生活健康、教育文化、人物、动物植物、自然气象、娱乐休闲、历史文化、环境问题、经济商业等题材,每个单元的练习内容都和主题密切相关。九个单元按照题材分类,具体结构如下:

- (1) 第一部分为重点词汇。听力的一大障碍在于专业词汇的缺乏,针对不同的题材,本书列举了相关的分类词汇,便于考生记忆掌握,从而在听力测试的相关场景中迅速理解词汇含义正确答题。
- (2) 第二部分为重点句型或重点结构。基础口译考试的句子和对话中都有重要的考点,如否定结构、比较结构、虚拟语气等,每个单元针对一个考试中经常出现的特定题型,提供相关的句型以及解题方法,帮助考生辨识题旨正确答题。
- (3) 第三部分为综合练习。针对相关的题材,设置听写、句子填空、表格填空等相关练习,帮助考生熟悉题材的相关内容,并且打好基本功,为考试顺利解题打下良好的基础。
- (4) 第四部分为听力模拟试题。要通过考试,大量的模拟测试必不可少,本部分的模拟 试题完全模拟基础口译资格考试的听力部分,题型设置完全一致,内容的体裁、篇幅、难度均 等同或近似实际考题,读者勤加练习,可在实践中熟悉考试,切实提高听力能力。书后附有 答案和所有的听力文字材料,可供读者核对。

"不积跬步,无以至千里;不积小流,无以成江海。"英语的学习需要持续的积累,不可能一步登天,只要考生坚持不懈地学习和练习,听力一定能够得到明显的提高,愿本书能对广大考生和英语爱好者起到帮助的作用。另外,由于笔者水平有限,本书在编写过程中难免会出现疏漏、错误,希望广大同行专家和广大学员考生不吝批评指正.

编者 张 曦 2012年11月



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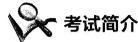
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上海市 简 英语口译 基础能力 介 证书考试



上海市英语口译基础能力证书考试是上海市英语口译岗位资格证书的配套培训和考试项目之一,于 2002 年 10 月进行了试点测试,2003 年开始全面推广。考试每年举行两次,每年 4 月中旬和 10 月中旬各考一次,由上海市英语口译岗位资格证书考试委员会负责命题和安排考试。考试分笔试和口试两部分,第一部分为笔试,以听力的形式进行,考试时间为 40 分钟;第二部分为口试(含口语和口译),考试时间为口语 10 分钟,口译 15 分钟。总考试时间为 65 分钟。笔试和口试设在同一天进行,各占 100 分,满分 200 分,达到 120 分合格。凡通过上海市英语口译基础能力证书考试的考生,可获得由上海市教育委员会、上海市成人教育委员会、上海市委组织部以及上海市人事局统一监制的"上海市英语口译基础能力证书"。

英语口译基础能力证书考试要求考生具备口译最为基本的英语知识和应用能力,主要针对具有高中英语以上水平,但与英语中级口译要求仍有一定差距的英语学习者,适合大学低年级学生、高职学生、高中生、三校生和具有高中英语以上水平的其他人员报考。英语基础口译考试合格后,经过进一步学习训练,将能达到英语中级口译资格证书所要求具备的能力,即能独立从事一般的生活翻译、陪同翻译、涉外导游以及外贸业务洽谈等工作。基础口译、中级口译、高级口译形成了一个循序渐进的学习阶梯,便于考生通过不断学习和训练,达到进行独立口译的目标。



听力部分简介

听力测试包括三部分: 听写填空、听力理解和听译,总分为 100 分。

听写填空总分为 30 分,听力材料为 300 词左右的文本,录音播放两遍,语速为每分钟 120 词左右。试题中有 20 处空格要求考生根据听到的内容进行填写,填写词语的数量在 1~4个。听写内容播放两遍后,有 2~3 分钟的时间供考生填写答案。听写填空要求考生在理解所听内容的基础上,准确填写出文本空缺的部分。听写填空每空 1.5 分,共计 20 题,满分为 30 分。

听力理解包括单句理解和短对话两个部分,总分 40 分。其中单句理解 10 题,每题 2 分,满分为 20 分;短对话 10 题,每题 2 分,满分为 20 分。听力理解部分的听力材料以单句或对话为单元,每一单句或会话问题后有 15~18 秒的时间,要求考生从试卷给出的四个选项中选出一个最佳答案。录音语速为每分钟 120 词左右。

听译部分包括单句听译和段落听译两个部分,总分为 30 分。其中单句听译 5 题,每句 3 分,满分为 15 分,段落听译 3 题,每段 5 分,满分为 15 分。单句长度为 20 词左右,段落为 50



词上下,语速为每分钟约 120 词,内容朗读一遍。单句后有 45~60 秒、段落后有 120~180 秒的时间间隙供考生书写翻译的内容。听译部分要求考生在听懂和理解原话的基础上,译 出英文原话的主要内容。

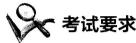


基础口译的作用

凡取得上海市外语口译岗位资格证书考试委员会颁发(上海市委组织部、上海市人事 局、上海市教育委员会、上海市成人教育委员会联合监制)的"上海市英语口译基础能力考试 合格证书"者,可申请免考高等教育自学考试英语语言文学专业(基础科段)中的《听力》 (0593)(8 学分)和《口语》(0594)(8 学分)两门课程。

同时,英语基础口译考试可以使考生进入初步训练阶段,为以后进入英语中级口译和英 语高级口译阶段打下良好的基础。





听力考试的第一部分是 Spot Dictation(听写填空),考试要求如下:

Directions: In this part of the test, you will hear a passage and read the same passage with blanks in it. Fill in each of the blanks with the word or words you have heard on the tape. Write your answer in the corresponding space in your ANSWER BOOKLET. Remember you will hear the passage TWICE. Now let us begin Part A with Spot Dictation.

在听力填空部分中,考生将听到一篇长度为 300 词左右的文章,录音播放两遍,考生必须边听边将文中 20 处空格填写完整,每个空格需要填写 1~3 词不等。听力填空文章播放两遍后,会有 2~3 分钟供考生填写答案。答案一律填在答题纸上,写在试卷上无效。

听写填空部分题材广泛,与日常生活、工作和学习关系密切,涉及话题有社会竞争、网络社会、环境问题、学校教育、气候变化等。听力填空部分旨在测试考生的听力理解能力、短时记忆能力以及记录能力。

解题方法

1. 听前预测

考生在拿到试卷后,可利用有限的时间预览题目,快速浏览主题句和空格前后的词,有的放矢地预测空格部分的内容。

不妨来看真题:

| Sugar comes naturally in foods such as (1) Sugar is also added to many |
|---|
| processed (2) Now an international report warns people to limit the sugar they eat |
| to (3) of their daily calories. Calories are a measure of the (4) in |
| food. 30 experts prepared the report for the (5) and the Food and Agriculture |
| Organization. Both of these are United Nations agencies. The report says (6) |
| deaths were reported worldwide in 2001. The experts blamed 60% of these deaths on |
| diseases influenced at least in part (7) These include heart disease, cancer, |
| diabetes (8) The report urges people to eat more fresh fruit and vegetables and |
| (9) And it calls for a limit in the amount of saturated and trans fats in the |
| diet. Food products often identify trans fats by the term "partially hydrogenated." |



| The food industry, however, (10) the report. In the United States, the |
|---|
| National Soft Drink Association says research has found no link between (11) |
| The group says restricting foods (12)people want banned foods all the more. |
| The food industry (13) that people gain weight when they take in more energy |
| than they use each day. |
| In the United States, about one-third of all adults are now considered severely |
| overweight. Children have grown heavier, too. Last September, the Institute of |
| Medicine—part of the National Academy of Sciences—(14) for added sugars. |
| The institute said no more than 25% of total calories (15) these sweeteners. At |
| the same time, it also increased its suggested (16) to one hour. The |
| international report gives (17) The experts also note that diseases linked to |
| diet and (18) have spread beyond rich countries. This has happened as many |
| developing countries have made (19) When people move into cities, they may |
| eat more foods high in added sugars and fat. And when people earn more, they are more |
| likely to buy a car. That means less exercise if driving replaces walking or (20) |
| |

考生在大致阅读考题时,可以通过观察段落首句来了解文章的主要话题和内容。英语段落的主题句一般为首句,因此首句往往可以给我们很多线索。第一段首句提及 sugar,说明文章涉及的话题为糖,第二段出现转折词 however,话题转到食品工业对报告的态度。这说明第一段和一篇报告有关,回到第一段往下搜索两句就会看到 report 一词: Now an international report warns people to limit the sugar they eat...,即有篇报告警告人们应该限制糖的摄取。因此,第二段转折表示出的一定是反对态度,我们已经可以预测到第 10 个空格可能填写的词语为 oppose, criticize, object 等表示反对态度的词语。第三段的首句 In the United States, about one-third of all adults are now considered severely overweight 用具体数字说明相当一部分成年人都超重,这似乎说明了应该限制糖摄取的原因。

基本把握了文章各段落的主题句后,考生即可抓住关键词语 sugar 和 overweight,大概在脑中联想可能会涉及的相关词语,如 obesity, diet, fruit, drink 等。

2. 速记

听力填空部分播放两遍,最好第一遍记录下 20 个空格的基本内容,第二遍进行核对检查。然而,20 个空格所需要填写的词语在 1~4 个词语不等,词语较多的情况下,在正常语速下完整地写下每一个词语,会跟不上录音的节奏。这时,建议考生采用速记方法,快速记录下需填的词语。一般速记可以写下一个单词的前几个字母,或重要的辅音字母,或者采用适当的连接符号和数学符号,使得笔记简单明了,同时容易辨识,能够以此为依据补充完整。如上面所列举的例题的答案为:



| | • | |
|---|-----|------|
| 1 | tri | 11 t |
| | 111 | |

- 2. foods and drinks
- 3. no more than 10%
- 4. heat energy
- 5. World Health Organization
- 6. 56.5 million
- 7. by diet
- 8. and obesity
- 9. less salt
- 10. criticized

- 11. sugar and severe overweight
- 12. does not work
- 13. points out
- 14. set a suggested limit
- 15. should come from
- 16. daily amount of exercise
- 17. the same advice
- 18. a lack of exercise
- 19. economic gains
- 20. riding a bicycle

通过采用缩略形式,我们在做听写填空题时迅速地记录下听到的所有单词。缩略记录 法就是截取单词主要字母,以部分字母组合或符号代表整个单词的速记方法。以上的答案 在听写时可以记录为:

- 1. frt
- 2. fds & drks
- 3. no > 10%
- 4. ht ene
-
- 5. W H O 6. 56.5 m
- 7. by diet

- 8. & obe
- 9. ls salt
- 10. critd
- 11. su & sev o-w
- 12. ds \times wk
- 13. poi ot
- 14. set a sug lim

- 15. shd cm ←
- 16. dai amo of exer
- 17. t sm advc
- 18. a lak of ex
- 19. eco gains
- 20. rid a bic

缩略记录法可以减轻记录的负担,提高记录的速度,考生可以经常练习,在考试时避免 手忙脚乱,漏掉词语。

3. 复查

录音播放结束后,会有 2~3 分钟的时间供考生填写答案。考生应在这段时间填写完答案,在填写答案的同时,应进行复查,避免出现以下常见的错误。

- ① 拼写错误 单词拼写考查的是考生的基本功,拼写错误毫无疑问会失掉所填空格的得分。考生应该仔细核查,避免由于时间紧张而拼错单词。同时,对于自己容易拼写错误的单词,平时要多加积累纠正,练好基本功。
- ② 大小写错误 首先,句首或段首的字母应该是大写。另外,专有名词的首字母也应该大写。常见的专有名词包括人名、地名、国名、单位名称、报纸名称、节日及月份等。如: Abraham Lincoln、New York、United Kindom、Supreme Court、New York Times、Halloween、February等。
 - ③ 时态和语态错误 英语有明确的时态,动词的形态变化多样,如果空格中填写的是



谓语动词,必须检查是否采用了正确的时态,检查动词进行时词尾是否添加了-ing,动词过去时、完成时的词尾是否添加了-ed。另外,第三人称单数谓语动词是否添加了 s 或-es。同时,动词是被动语态还是主动语态,也要严格加以区分。

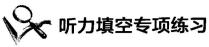
④ 名词单复数 辨清可数名词和不可数名词,不可数名词不能带上复数形式,而英语的可数名词以四类形式存在,以 book 为例,四类形式为 a book、the book、books、the books,绝对不会出现没有任何冠词的单数形式。

⑤ 区分形近词或音近词 以下是一些容易混淆的形近词或音近词,考生要注意辨别清楚。

| abroad | 国外 | aboard | 上(船,飞机) |
|------------|----------|------------|---------|
| affect | 影响,假装 | effect | 结果,影响 |
| angel | 天使 | angle | 角度 |
| area | 区域 | era | 时代 |
| aural | 耳的 | oral | 口头的 |
| award | 授予 | reward | 奖赏 |
| bullet | 子弹 | bulletin | 公告 |
| capitol | 大厦 | capital | 首都 |
| carton | 纸板盒 | cartoon | 动画 |
| compliment | 赞美 | complement | 附加物 |
| confirm | 确认 | conform | 使顺从 |
| contend | 奋斗,斗争 | content | 内容,满足的 |
| context | 上下文 | contest | 竞争,比赛 |
| costume | 服装 | custom | 习惯 |
| council | 议会 | counsel | 忠告 |
| dairy | 牛奶公司,奶牛场 | diary | 日记 |
| decent | 正经的,得体的 | descend | 向下 |
| definite | 不定的 | infinite | 无限的 |
| delicate | 微妙的 | dedicate | 献身 |
| dessert | 甜食 | desert | 沙漠;遗弃 |
| dizzy | 眼花缭乱 | dazzle | 使眼花 |
| dose | 一剂药 | doze | 打盹 |
| drought | 天旱 | draught | 通风;拖,拉 |
| emigrant | 到国外的移民 | immigrant | 从某国来的移民 |
| extensive | 广泛的 | intensive | 深刻的 |
| hotel | 青年旅社 | hostel | 旅店 |
| idle | 空闲的 | idol | 偶像 |
| implicit | 含蓄的 | explicit | 明白的 |
| inability | 没能力 | disability | 残疾 |
| incident | 事件 | accident | 意外 |
| | | | |

| inspiration | 灵感 | | aspiration | 渴望 | | |
|-------------|---------|-----------|------------|-----|-----------|----|
| median | 中央的,中线的 | | medium | 媒体 | | |
| personnel | 人事 | | personal | 个人的 | 的 . | |
| phrase | 短语 | | phase | 阶段 | | |
| pray | 祈祷 | | prey | 猎物 | | |
| precede | 领先 | | proceed | 进行, | 继续 | |
| principal | 校长,主要的 | | principle | 原则 | | ٠ |
| protest | 抗议 | | protect | 保护 | | |
| quite | 相当 | | quiet | 安静的 | 内 | |
| recent | 最近 | | resent | 生气 | | |
| resemble | 像,与相似 | | assemble | 集合, | 装配 | |
| rip | 撕 | | ripe | 熟的 | : | |
| rude | 粗鲁的 | | crude | 天然的 | 勺 | |
| scare | 惊吓 | | scarce | 缺乏的 | 勺 | |
| strike | 打 | | strict | 严格的 | 勺 | |
| strive | 努力 | | stride | 大步走 | ŧ | |
| suite | 一(套,批) | | suit | 套装 | | |
| sweet | 甜的 | | sweat | 汗水 | | |
| vision | 视觉 | | version | 译本 | | |
| vocation | 职业 | • | vacation | 假期 | | |
| adapt | 适应 | adopt | 采用 | | adept | 内行 |
| assent | 同意 | ascent | 上升 | | accent | 口音 |
| assure | 保证 | ensure | 使确定 | | insure | 保险 |
| champion | 冠军 | champagne | e 香槟酒 | | campaign | 战役 |
| cite | 引用 | site | 场所 | | sight | 视觉 |
| clash | (金属)撞击声 | crash | 碰撞,坠落 | | crush | 压坏 |
| contact | 接触 | contract | 合同 | | contrast | 对照 |
| except | 除外 | expect | 期望 | | exempt | 免除 |
| expand | 扩张 | expend | 花费 | | extend | 延长 |
| expect | 期望 | suspect | 怀疑 | | inspect | 视察 |
| latitude | 纬度 | altitude | 高度 | | gratitude | 感激 |
| metal | 金属 | mental | 神经的 | | medal | 勋章 |
| mission | 使命 | emission | 散发,发射 | | mansion | 大厦 |
| purpose | 目的 | suppose | 假设 | | propose | 建议 |
| require | 需要 | inquire | 询问 | | acquire | 获得 |
| source | 水源 | sauce | 酱油 | | resource | 资源 |
| statue | 塑像 | statute | 法令 | | status | 地位 |
| story | 故事 | storey | 楼层 | | store | 商店 |
| | | | | | | |





Spot Dictation 1

| For more than (1), people around the world and in many cultures have |
|--|
| been reading, watching and listening to the (2) of the English writer William |
| Shakespeare. |
| Most people think of Shakespeare as a writer. But he was also a (3), a part |
| owner of an acting company and an actor. For most of (4), he was a producer |
| and main writer for an acting company called the King's Men. |
| In 1599 Shakespeare's company was (5) enough to build its own theater |
| called the Globc. (6) during this time were usually (7) levels high and |
| were built around a (8) area where the actors performed. The Globe could hold |
| as many as (9) People from all levels of society would attend (10) |
| The poorer people could buy tickets for a (11) of money to stand near the |
| stage. Wealthier people could buy more (12) to sit in other areas. Often it was |
| not very important if (13) could see the stage well. It was more important that |
| they be in a seat where (14) could see them. |
| It was difficult to light large (15) during this time. The Globe was an |
| (16) with no roof on top so that sunlight could stream in. Because of the open- |
| air stage, actors had to (17) and make big motions to be heard and seen by all. |
| This acting style is quite different from play-acting today. It might also surprise you that |
| all actors during this period were (18) Young boys in women's clothing played |
| the roles of (19) This is because it was (20) in England for women to |
| act onstage. |
| |
| Spot Dictation 2 |
| How much (1) do you get? Are you a couch potato or a gym rat, someone |
| who just sits and watches TV or someone who continually (2) at the gym? |
| Watching the Olympics probably made some people feel a little (3) about not |
| exercising. The truth is, if physical inactivity were a sport, a lot of us could give a |
| (4) performance. Or should we say non-performance? |
| The Lancet, a British medical journal, published a series of papers about this |
| problem. Public health experts say physical inactivity is the world's fourth (5) |
| of death. They estimate that inactivity plays a major part in (6) percent of |
| deaths from non-communicable diseases. These include conditions like (7), |
| diabetes, and colon and breast cancer. They say that physical inactivity is harmful to |
| (8), as harmful as far as deaths are concerned as smoking. |
| The researchers compared data on physical inactivity with disease rates in |
| data on physical machine, with discuse littles in |



| (9) . Professor Harold Kohl from the University of Texas School of Public |
|---|
| Health says physical inactivity should be recognized as (10) High income |
| countries are the most (11) around the world, but low to middle income |
| countries are not going to be (12) as things change, as their economies improve |
| and their people (13) more on the improvements that basically engineer physical |
| activity out of our (14) |
| Harold Kohl says the time has come to target physical inactivity as a major threat to |
| (15) He urged the government to improve the transportation sector and design |
| the cities and neighborhoods, (16) crime to help people become more physically |
| active in their neighborhoods, simply walking to the store or walking down and being |
| outside with (17) He challenges people to do (18) a week of |
| moderately (19) exercise. He said: "Anything you can do is great! Even if you |
| don't reach that 150 minutes a week, a little is better than (20) and more is |
| better than a little." |
| |
| Spot Dictation 3 |
| Americans have four primary avenues for making friends; at work, at school, |
| through a hobby or a (1) such as volunteer work and discussion group, or |
| through a family or (2) |
| In American culture, a job is more than the work that one performs between the |
| hours of 9 a.m. and (3) Work becomes a major socializing influence. Many |
| young mothers who (4) their jobs to care for small children remark on the |
| loneliness of their new lifestyles because they have lost their forum for (5) |
| A great number of American employers recognize business social (6) and |
| use it to build a family atmosphere on the job so that employees will feel (7) in |
| their work environment. Some employers arrange company get-togethers in their home |
| or at a (8) American companies have at least one (9) annually, |
| usually at Christmas time. Many corporations have (10) where employees and |
| administrators alike dress (11) to play games such as baseball and volleyball. |
| Top American administrators often hold social gatherings (12) Depending |
| upon the size of the employer's home and the number of (13) These social |
| gatherings may be picnics, pool parties, or (14) If the company is large, an |
| employer may hold what Americans call (15) For an open house, the employer |
| will invite his employees to come to his home (16) between 1 p.m. on a certain |
| day. Those invited usually stay for (17), chatting with the other guests and |
| their host. People come and go (18) during the designated hours, and the host |
| keeps refreshments, usually (19) or hors d'oeuvres and beverages, available for |
| all who come. For such social gatherings, it is considered (20) the invitation |



unless you have an excellent reason.

| • | TA | 4 |
|--------|-----------|---|
| S more | INCIATION | |
| SDUL | Dictation | |
| | | |

| - |
|---|
| In the 11th century, Europe was beginning a period of (1) One reason was |
| the religious wars known as (2) These were military campaigns by (3) |
| to force Muslims out of the Holy Land in the Middle East. The Crusades began at the end |
| of (4) They continued for about (5) |
| One effect of the presence of European armies in the Middle East was to |
| (6) This trade was controlled by businessmen in Venice and other city-states in |
| Italy. The businessmen earned (7) by supplying the warring armies and by |
| bringing goods from the East into Europe. |
| When the European crusaders returned home, they brought with them some |
| (8) products. These included spices, perfumes, (9) and steel products. |
| These goods became highly valued all over Europe. The increased trade with the East led |
| to the creation and growth of (10) along the supply roads. It also created a |
| large number of rich European businessmen. |
| The European nations were growing. They developed armies and governments. |
| These had to be paid for with (11) collected from the people. By the |
| (12) century, European countries were ready to explore new parts of the world. |
| The first explorers were the Portuguese. By 1400s, they wanted to control the |
| Eastern (13) European businessmen did not want to continue paying Venetian |
| and Arab traders for their (14) spices. They wanted to (15) trade |
| themselves. If they could sail to Asia directly for these products, the resulting trade |
| would bring huge profits. Portuguese sea captains sailed their ships down the |
| (16) of Africa hoping to find a path to India and (17) They finally |
| found (18) of the African continent, the area called the Cape of Good Hope. It |
| took the Portuguese only about (19) to take control of the spice trade. They |
| established trading (20) in Africa, the Persian Gulf, India and China. |
| |
| Spot Dictation 5 |
| For most of the 1990s, America was (1) The Soviet Union collapsed in |
| 1991, bringing an end to years of costly military (2) During the 90s the |
| American economy recovered from a recession and (3) (4) and |
| unemployment were low. There were new developments in (5) and technology. |
| (6) began to evolve from a defense project mainly linking researchers into |
| (7) for the world to communicate. |
| America grew by almost (8) million people during the 1990s—the largest |
| increase of any decade in its history. By the end of the 90s more than (9) |



| million people were living in the United States. During the decade of the 90s, there was |
|--|
| (10) in immigration from Latin America, the Caribbean and Asia. For the first |
| time in 70 years, (11) Americans was born in another country. |
| At the same time, the population was (12) That added to the nation's |
| health care (13) America's new president, Bill Clinton, promised to reform |
| the (14) system. But in the end, like other presidents before him, Clinton |
| (15) to win support for that idea in Congress. |
| Divorce rates in the United States had begun to (16) in the 1970s. By the |
| 90s those rates were starting to (17) But there were millions of children living |
| with (18), or with their grandparents. Single-parent families are more likely to |
| be (19) In 1980, single-parent households represented about 20 percent of all |
| households in the United States with children. By 1990 that number had reached |
| (20), and was continuing to rise. |
| |
| Spot Dictation 6 |
| (1) from governments and nongovernmental groups will soon meet in Brazil |
| for the $Rio + 20$ Conference. The full name is the United Nations Conference on |
| Sustainable Development. It marks the (2) of the UN Conference on |
| Environment and Development in Rio de Janeiro. The Rio+20 website describes it as a |
| chance to "shape how we can (3), advance social equity and ensure (4) |
| on an ever more crowded planet to get to the future we want." |
| The UN Food and Agriculture Organization has prepared a new report called |
| "Towards the Future We Want". It says (5) reduction and (6) |
| development are highly connected. It calls for better governance of (7) and |
| food systems. |
| Food systems use (8) of the world's energy. Crops and farm animals use 70 |
| percent of the water. Yet food losses and (9) are high. The FAO says they add |
| up to more than (10) tons each year, or almost (11) of all the food |
| produced in the world. |
| The FAO says nearly one out of every (12) people in the world is a victim |
| of (13) . 75 percent of all poor people live in (14) . Most support |
| themselves through agriculture and relative (15) The agency has estimated that |
| food production needs to increase at least (16) by 2050 to feed an expected |
| population of 9 billion. The new report calls for doing "more with less"— (17) |
| while reducing the effects of agriculture on the environment. Farmers operate 500 |
| million (18) in developing countries. The report says they need clear rights to |
| like land and water. Production growth helps not only (20) but |
| also others in related industries. |