

“上海紧缺人才培训工程”教学系列丛书

英语高级口译资格证书

实考试卷汇编

English

上海市外语口译资格证书考试委员会 编

YING YU GAO JI

KOU YI ZI GE ZHENG SHU

SHI KAO SHI JUAN HUI BIAN

上海交通大学出版社

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内 容 提 要

书中选编了近年英语口译资格证书考试试卷共6套,并给出了参考答案及录音文字稿。读者可从中了解考试信息、熟悉考试形式,进而提高考试的成功率。

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前 言

《上海市英语高级口译岗位资格证书》考试是经上海市紧缺人才培训工程联席会议办公室审核、确认的紧缺人才岗位资格培训项目之一，其目的是为上海培养一批既懂专业、又懂英语的复合型人才。凡通过该项考试者，由上海市教育委员会、上海市成人教育委员会、上海市委组织部和上海市人事局统一印制和颁发的证书。该项考试自1995年6月开考以来，已进入了第六年。应考人数从最初每次数百人已增加到每次数千人的规模，考生以在校大学生和学历在本科以上的在职人员为主，还包括通过其他途径达到高级英语水平的自学者。本考试是对我国目前的大学英语教学和英语专业教学的一种极大补充和提高。考试强调的是语言知识学习和语言技能掌握的紧密结合，促进英语听、说、读、写、译（包括笔译和口译）能力的全面提高。自本考试开考以来的短短五、六年中，其声誉已在社会上迅速获得广泛承认。应该说这个项目对培养高级英语口译人才起了十分积极的作用，为上海的经济和文化发展作出了一定的贡献。

《上海市英语高级口译岗位资格证书》考试是一种测试应试者单项和综合语言能力的尺度参照性标准化考试，分笔试和口试两个阶段。通过笔试者才有资格进入第二阶段的口试。第一阶段为笔试，分六个部分——第一部分：听力（听写和听力理解）；第二部分：阅读（多项选择题）；第三部分：翻译（英译汉）；第四部分：听力（笔记及填空和听译）；第五部分：阅读（简答题）；第六部分：翻译（汉译英）。用时共三小时，中间（即第三部分结束后）休息10分钟。

第二阶段是口试，分为两个部分：口语和口译。口语部分要求考生就指定题目作五分钟左右的命题发言。考生拿到口语试题后约有五分钟准备时间。口译分英译汉和汉译英两部分。每部分均要求翻译主题各不相同的两个段落。考生只有在通过笔试和口试两个阶段以后才能获得《上海市英语高级口译岗位资格证书》。

为进一步推动该项考试的顺利发展，便于考生的复习、巩固和提

高,我们将已公布的历次考试的笔试和口试实考试卷汇编成册,并配以
笔试听力部分和口译部分的录音带,同时出版发行,以满足广大考生的
需要。

《上海市外语口译岗位资格证书》考试委员会
2000 年 12 月

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上海市英语高级口译资格证书第一阶段考试

SECTION 1: LISTENING TEST (30 minutes)

Part A: Spot Dictation

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 words you have heard on the tape. Write your answer in the corresponding space in your ANSWER BOOKLET. Remember you will hear the passage only once.*

News can be something the authorities want you to know, or something they would rather keep secret. An announcement of a _____ (1), a denial of a failure, or, a secret scandal that nobody really wants you to _____ (2). If the authorities want to tell the world some good news, they issue statements, communiques, and call _____ (3). Or politicians make speeches. Local newspapers, radio and television help to _____ (4) to what is going on. And by making contacts with _____ (5), journalists can ask for more information or explanations to help them _____ (6).

Unless the correspondent is an _____ (7), it is rare to trust any single source. Officials have a policy to defend, and _____ (8) want to attack it. Rumour and gossip can also confuse the situation. So, you have to _____ (9) as much as possible, using common sense and experience as final checks to help establish just what's likely to be the truth, or _____ (10).

Just getting the news is only half the job. A correspondent may be well-informed, but his job is to _____ (11), the public. So, once the information is available it has to be written _____ (12) which is also easily understood. Particularly for radio, since, while a newspaper reader can turn back and re-read a sentence or two, the radio listener has _____ (13). This also means that only a limited number of facts can be contained in a sentence. That there should be an _____ (14). And vital information necessary to understand the latest development should be presented _____ (15) in case the producer of a news programme decides to _____ (16) an item, by cutting for example the last sentence or two.

Finally, the style of presentation must _____ (17). A cheerful voice might be

perfect for a _____ (18). But it would be sadly out of place for a report of a _____ (19). And this would also confuse and distract the listener, probably _____ (20) just what had happened and to whom.

Part B: Listening Comprehension

Directions: *In this part of the test there will be some short talks and conversations. After each one, you will be asked some questions. The talks, conversations and questions will be spoken only once. Now listen carefully and choose the right answer to each question you have heard and write the letter of the answer you have chosen in the corresponding space in your ANSWER BOOKLET.*

Questions 1 to 5 are based on the following conversation.

1. (A) A compact car. (B) A wrist watch.
(C) A walkman. (D) A small television.
2. (A) Eight years ago. (B) In the spring of 1982.
(C) At the end of 1982. (D) In 1983.
3. (A) Sinclair. (B) Casio.
(C) Hattori. (D) Sony.
4. (A) People who show great interest in novelty items.
(B) People who work at railway or bus stations.
(C) People who travel on trains and buses regularly.
(D) People who have monotonous work.
5. (A) It's getting smaller every year. (B) It's increasing rapidly.
(C) It's expanding only in Japan. (D) It started in the 70's.

Questions 6 to 10 are based on the following conversations.

6. (A) About fourteen. (B) Twenty-eight.
(C) Around forty. (D) Over fifty.
7. (A) The west coast of Canada. (B) A British seaside resort.
(C) The Rocky Mountains. (D) A quiet, unspoilt place in Asia.
8. (A) She travels only to safe places.
(B) She usually hitchhikes during the journey.
(C) She very often travels by day.

- (D) She avoids travelling alone as much as possible.
9. (A) She stayed in a prison in Norway.
(B) She was robbed on a train in Hungary.
(C) She was once arrested in Germany.
(D) She chose to go to the Middle East to cover the war.
10. (A) She wants to enjoy mild climates and hectic life.
(B) She feels completely alive while she's travelling.
(C) She can have a lot of experience with others.
(D) Both (B) and (C).

Questions 11 to 15 are based on the following news.

11. (A) She's considering holding a general election.
(B) No general election is to be held very soon.
(C) A quick election is in the best interests of the nation.
(D) There might be a general election in the near future.
12. (A) A strong earthquake hit this area one night.
(B) Hundreds of people were killed in the earthquake.
(C) Many families have been made homeless by the avalanches.
(D) Five people were missing in the earthquake.
13. (A) In north London. (B) In south London.
(C) In central London. (D) In west London.
14. (A) 250,000 pounds. (B) 500,000 pounds.
(C) 750,000 pounds. (D) 1,000,000 pounds.
15. (A) The hospitals are obviously overstaffed.
(B) More people are waiting to be hospitalized.
(C) There is a sharp shortage of qualified nurses.
(D) The hospitals are charging too much from the patients.

Questions 16 to 20 are based on the following talk.

16. (A) Well over 50,000. (B) Approximately 50,000.
(C) Less than 400,000. (D) More than 400,000.
17. (A) Some insurance companies are refusing to provide cover for burglaries in high-risk

areas.

- (B) Insurance agents are selling more and more burglary policies.
 - (C) Insurance premiums rose considerably last year.
 - (D) Insurance companies are planning to offer more insurance products.
18. (A) To fit a burglar alarm.
- (B) To fix good locks and bolts on doors and windows.
 - (C) To leave milk bottles on the doorstep.
 - (D) To check callers' credentials.
19. (A) Burglaries always happen while you're out.
- (B) A burglary may take only a little time to finish.
 - (C) You should keep your curtains drawn in the day to avoid a burglary.
 - (D) Milk bottles left on the doorstep are a warning to burglars.
20. (A) A Rising Number of Burglaries.
- (B) How to Prevent Household Burglaries.
 - (C) Crime and Punishment.
 - (D) Police—an Effective Force to Cut Burglaries.

SECTION 2: READING TEST (30 minutes)

Directions: *In this section you will read several passages. Each one is followed by several questions about it. You are to choose ONE best answer, (A), (B), (C) or (D), to each question. Answer all the questions following each passage on the basis of what is stated or implied in that passage and write the letter of the answer you have chosen in the corresponding space in your ANSWER BOOKLET.*

Questions 1~5

The rise of tourist traffic has brought the relatively recent phenomenon of the tourist attraction pure and simple. It often has no purpose but to attract in the interest of the owner or of the nation. As we might expect, this use of the word "attraction" as "a thing or feature which 'draws' people, especially any interesting or amusing exhibition" dates only from about 1862. It is a new species; the most attenuated form of a nation's culture. All over the world now we find these "attractions"—of little significance for the inward life of a people, but wonderfully saleable as tourist commodities. Examples are Madame Tussaud's exhibition of wax figures in London (she first became known for her modelled heads of the leaders and victims of the French Revolution) and the Tiger Balm Gardens in Hong Kong; Disneyland in California—the American "attraction" which tourist Khrushchev most wanted to see—is the example to end all examples. Here indeed Nature imitates Art. The visitor to Disneyland encounters not the two-dimensional

comic strip of movie originals, but only their three-dimensional facsimiles.

Tourist attractions serve their purpose best when they are pseudo-events. To be repeatable at will, they must be factitious. Emphasis on the artificial comes from the ruthless truthfulness of tourist agents. What they can really guarantee you are not spontaneous cultural products but only those made especially for tourist consumption, for foreign cash customers. Not only in Mexico City and Montreal, but also in the remote Guatemalan tourist Mecca of Chichicastenango and in far-off villages of Japan, earnest honest natives embellish their ancient rites, change, enlarge, and spectacularize their festivals, so that tourists will not be disappointed. In order to satisfy the exaggerated expectations of tour agents and tourists, people everywhere obligingly become dishonest mimics of themselves. To provide a full schedule of events at the best seasons and at convenient hours, they travesty their most solemn rituals, holidays, and folk celebrations—all for the benefit of the tourists.

In Berlin, in the days before the First World War, legend tells us that precisely at the stroke of noon, just as the imperial military band would begin its daily concert in front of the Imperial Palace, Kaiser Wilhelm used to interrupt whatever he was doing inside the palace. If he was in a council of state he would say: "With your kind forbearance, gentlemen, I must excuse myself now, to appear at the window. You see, it says in Baedeker that at this hour I always do."

Modern tourist guide-books have helped to raise tourist expectations. And they have provided the natives—from Kaiser Wilhelm down to the villagers of Chichicastenango—with a detailed and itemized list of what is expected of them and when. These are the up-to-date scripts for actors on the tourists' stage.

1. Which of the following can be concluded from the first paragraph?
 - (A) These tourist attractions do not appeal to the local people spiritually.
 - (B) Disneyland is no longer a typical example of tourist attractions.
 - (C) Both tourists and local people are equally drawn by these tourist attractions.
 - (D) Madam Tussaud's exhibition is not one of saleable tourist commodities.
2. "Nature imitates Art" means that _____.
 - (A) Art is two-dimensional and Nature is three-dimensional
 - (B) Disney created a two-dimensional art form
 - (C) the facsimiles are three-dimensional
 - (D) Disneyland is a life-like copy of the original film cartoons
3. To be repeatable at will, a tourist attraction must be _____.
 - (A) artificial
 - (B) attractive
 - (C) fictitious
 - (D) facetious
4. The locals all over the world _____ in order to satisfy the travelling agents and tourists.

- (A) make their festivals more material
- (B) adorn and exaggerate their traditional ceremonies
- (C) change into dishonest tourist attractions
- (D) decorate their villages for the tourists

5. According to the passage, modern tourist guide books _____.

- (A) help make tourists excited
- (B) give VIPs like Kaiser Wilhelm instructions for him to appear
- (C) are also a source of information for the natives
- (D) can be used as scripts for acting on stage

Questions 6~10

New vocational qualifications to provide an alternative to GCSE and transform school life for 14- to 16-year-olds are expected to be announced on Thursday by the Government.

Ministers have decided to run a pilot next year in 90 of 4,000 secondary schools. Courses for under-16s could be available in all schools by 1997. Vocational courses for over-16s have proved extremely popular, and hundreds of schools are thought to have volunteered for next year's pilot.

The General National Vocational Qualification courses are not designed as training for a particular job. They are class-room-based, so a pupil taking, for instance, manufacturing, might do work experience in a local factory but would not have to make anything.

Last week Sir Ron Dearing, chairman of the Schools Curriculum and Assessment Authority, said 40 per cent of the timetable for 14- to 16-year-olds would be freed so that some pupils could pursue vocational courses, while others do the more academic GCSEs. All will continue to do GCSEs in English, math and science, and short courses in modern languages and technology.

Critics say the arrangements will divide pupils into sheep and goats, and could lead to the creation of specialist academic and vocational schools. Supporters say the new courses will motivate non-academic pupils so that fewer leave school without qualifications.

The new courses in health and social care, business and manufacturing are being introduced despite fierce criticism of present vocational qualifications for over-16s in reports from school inspectors and academics. The inspectors said the course content was too vague and that assessments, done mainly by teachers, were unreliable.

However, the GNVQs will be modelled closely on those for over-16s, which have six units. Pupils will study three of the six, and will also have to reach agreed standards in three "core skills" of literacy, numeracy and information technology, which will account for 40 per cent of the marks.

David Blunkett, Labour's education spokesman, said it was vital that the new qualifications were seen as high-quality.

Don Foster, the Liberal Democrats' education spokesman, said: "There must be some

concern that the recent criticism of the new GNVQs appears not to have been taken on board. It is vital that they are got right first time, given the crucial role they will play in achieving parity of esteem between academic and vocational qualifications. ”

6. According to the passage, the vocational qualifications _____.
(A) constitute part of the GCSEs
(B) serve as a supplement to GCSEs
(C) are mainly for over-16s
(D) are designed as training for a particular job
7. The phrase “to run a pilot” (para. 2) can best be paraphrased as which of the following?
(A) to set up a vocational school (B) to continue a training course
(C) to operate an experimental course (D) to begin a driving class
8. The critic’s view that “the arrangements will divide pupils into sheep and goats” means that pupils _____.
(A) will be fairly separated and treated
(B) will be grouped based on their vocational abilities
(C) will be placed either in more academic or non academic groups
(D) will be treated either cruelly or indiscriminately
9. The last two paragraphs of the passage _____.
(A) summarize the main idea of the article
(B) convey the general plan for vocational qualifications
(C) show the opposition against vocational qualifications
(D) introduce responses from other parties
10. Which of the following can NOT be found in the passage?
(A) Courses for vocational qualifications will be modelled on those for over-16s.
(B) Vocational courses will not be offered in most schools before 1997.
(C) Courses in health and social care, business and manufacturing meet fierce criticisms from school inspectors.
(D) Courses in English, math and science are required of all the pupils.

Questions 11~15

One in eight students with a government loan is unlikely ever to repay the debt, a report published today says. The figure is likely to be a further blow to government plans to privatise the loan scheme, announced in the Queen’s Speech last week.

The Student Loans Company has told the National Audit Office that 142 million of

outstanding debt is unlikely to be recovered. The loans company admitted recently that outstanding loans totalled more than 1 billion.

The report also highlights questions about the loans company's competence, and records the collapse of its telephone system. Out of 1.1 million attempted calls by students in November 1994 only 41,000 were answered.

Sir Eric Ash, head of the Student Loans Company, has already told ministers that the banks are unlikely to want to take over the scheme. The audit office report is likely to reinforce their reluctance.

The audit office, the public spending watchdog, found that almost half of all students who had received loans had been granted a deferment on repayments because their income fell beneath the statutory threshold. Students are not required to repay a loan until a year after completing their course and then only if their income reaches 85 per cent of national average earnings.

The audit office found that of 269,000 students who should be repaying loans, 122,000 had been granted deferment. The loans company told the audit office that it recognised "it may be difficult to maintain contact with the large number of repayers in deferment".

The company admitted that £142 million, about 12 per cent of the outstanding loan portfolio of £1.178 billion, might not be recovered due to long-term deferment, death and default.

The audit office report says that the loans company's financial statements do not include any record of nonrecoverable sums "because they are liable to remit to the Education Department only those monies they actually succeed in recovering". As a result of the audit office's objections, the annual accounts will in future include provision for irrecoverable loan debt.

The report found that the loans company had improved its efficiency in the light of previous criticism and processed 517,000 applications for loans in the last academic year. However, 35,000 students experienced significant delay in getting grants.

The Commons Public Accounts Committee will question officials on the report next month, when the proposed privatisation is expected to come under attack as unrealistic.

Bryan Davies, Labour's education spokesman, said: "The report shows there is considerable uncertainty in detailed business planning for student loans. The Government has not answered why banks and building societies should want to handle such unpredictable loans, yet it is rushing privatisation through Parliament." The Student Loans Bill will be debated in Parliament on Monday.

11. What does the passage mainly discuss?

- (A) The privatisation of the student loan project.
- (B) The debate on the student loan scheme.
- (C) The issue of nonrecoverable student loan debt.
- (D) The development of the Student Loans Company.

12. Which of the following can be concluded from the passage?
- (A) One in eight students receives government loans.
 - (B) Fifty percent of students repay government loans.
 - (C) Most students apply for government loans.
 - (D) Over twelve percent of loan receivers may not repay their loan debts.
13. Which of the following is NOT true about the Student Loans Company?
- (A) Its telephone system is simply not adequate enough.
 - (B) The company improved its efficiency greatly.
 - (C) It is a privatised company.
 - (D) The company has difficulty in keeping contact with loan repayers.
14. All of the following are causes of difficulty in the repayment of student loans EXCEPT that _____.
- (A) the Student Loans Company loses contact with repayers
 - (B) some students' income falls beneath 85% of national average earnings
 - (C) some students are granted long-term deferment
 - (D) banks are not directly involved in student loans
15. Which of the following is not directly stated, but implied in the passage?
- (A) Students should start to repay a loan a year after graduation.
 - (B) The Student Loans Company expects banks' involvement in the loan scheme.
 - (C) The privatisation of student loans project does not receive much support.
 - (D) The Labour Party holds critical view towards the privatisation of the loan scheme.

Questions 16~20

THE Government yesterday unveiled a "new realist" strategy against drugs and acknowledged the failings of previous attempts to stop growing abuse. Four Cabinet ministers announced proposals emphasizing the need to educate and inform young people of the facts and risks, abandoning earlier shock tactics.

Michael Howard, the Home Secretary, said there was "no magic wand" that would wish away the problem once and for all. Instead, ministers sought to co-ordinate and build on the successes of local initiatives, while targeting suppliers. They pledged to train more teachers to take the anti-drugs message into classrooms, including primary schools, issue guidance to head teachers and launch a national helpline for parents.

The Home Office estimates that heroin users financing their habit were responsible for thefts and robberies worth up to £864 million in 1992. In any one year, some three million people take an illegal drug. Most police forces only caution people caught using soft drugs for the first time.

Tony Newton, the chairman of the Cabinet sub-committee on the misuse of drugs,