

总主编 戴炜栋

上海紧缺人才培训工程教学系列丛书

英语口语基础能力证书(B级)考试

基础口语教程

B 级

A Preliminary Course of Spoken English (Grade B)

主编 罗杏焕



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外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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图书在版编目(CIP)数据

基础口语教程. B级/罗杏焕主编. —上海:上海外语教育出版社, 2006

(上海紧缺人才培训工程教学系列丛书)

ISBN 7-5446-0187-0

I. 基… II. 罗… III. 英语—口语—水平考试—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2006)第 092442 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 周岐灵

印 刷: 浙江省临安市曙光印务有限公司

经 销: 新华书店上海发行所

开 本: 890×1240 1/32 印张 5.625 字数 172 千字

版 次: 2006 年 9 月第 1 版 2006 年 9 月第 1 次印刷

印 数: 10 000 册

书 号: ISBN 7-5446-0187-0 / G · 0102

定 价: 9.00 元

本版图书如有印装质量问题, 可向本社调换

前 言

“上海市英语口译基础能力证书(B级)”是经上海市紧缺人才培养工程联席会议办公室审核、确认的上海市英语口译岗位资格证书配套培训和考试项目之一。通过该项目市统考者可获得上海市委组织部、上海市人事局、上海市教育委员会、上海市成人教育委员会统一印制的“上海市英语口译基础能力证书(B级)”。

英语口译基础(B级)是通向英语中、高级口译技能的初级阶段,语言要求略低于英语口译基础(A级),为的是使学员通过学习,在较短的时间里为今后进一步参加英语口译基础(A级)和/或英语中、高级口译培训奠定良好的基础,掌握基本的口译能力。为从事口译工作,学员需要在听、说、读、写、译等基本语言技能全面发展的基础上,强化英语口语和口译能力的培训。在实施英语中、高级口译资格证书考试项目的过程中,我们发现,不少考生未能通过第一阶段的笔试,主要是因为他们听、译等方面的能力欠缺,而且知识面较窄;而未能通过第二阶段口试的考生则大多是因为英语口语表达不畅,缺乏相应的口译技能。为使广大英语爱好者切实有效地全面提高英语水平,今后能够从事口译工作,上海市外语口译考试委员会于2002年开始试行“上海市英语口译基础能力证书(A级)”考试,与英语中级、高级口译考试形成一个由低到高的完整系列,从而为这三个不同层次的培训和考试搭建了相应的平台。这样的设计,有利于全面、系统、科学地提高学员的英语综合水平和口译能力。为了更好地扩大该项目的适应范围,上海市外语口译考试委员会日前试行“上海市英语口译基础能力证书(B级)”考试。

与英语中级、高级口译培训要求不同的是,参加基础口译培训的学

员应具有基本的英语知识和应用能力,即相当于普通中学高中毕业生或高级职业学校一年级学生的英语水平。经过培训,学员在英语听说和口译方面可奠定良好的基础。在此基础上经过进一步深造,学员就可以达到英语中级口译资格证书所要求具备的能力,即能够独立从事生活翻译、陪同翻译、涉外导游、外贸业务洽谈翻译等工作。

根据考试大纲,“上海市英语口译基础能力证书(B级)”考试分为笔试与口试两个部分。笔试部分以听力考试的形式举行;口试包括口语和口译两部分。为此,我们设计并编写了三本基础教材,分别针对听力、口语和口译,把侧重面放在听、说、译三项技能上。我们知道,长期以来大多数学校的英语教学对这三个方面不够重视,在一定程度上造成了人们所说的“哑巴英语”(基本上不会说英语)和“聋子英语”(听不懂原汁原味的英语)。而这样的弱点若不能克服,要想从事口译工作是根本不可能的。因此,在基础口译阶段,培训的重点应该是提高学员的听、说能力,并在此基础上掌握一些口译的基本要领。

考虑到英语教学应该是一个由浅入深、循序渐进的过程,我们在教材中除了编写针对性较强的教学内容外,还根据培训要求增加了类似预备练习的相关项目,以帮助学员和考生获得理想的学习效果。教材内容活泼多样,难度适中。所选用的材料以口语体为主,如对话、讲座等。题材具有时代性,紧扣现代社会与经济发展,贴近人们的日常生活与工作。教学安排有较强的可操作性,能使学员在听和说两方面进行大量的操练和实践。正文之后,各本教材还配备了相关背景介绍、英语听力、英语口语以及口译技能讲座,目的在于扩大学员的知识面,以便更好地发展听、说、译的技能。

《基础听力教程(B级)》、《基础口语教程(B级)》和《基础口译教程(B级)》作为一套综合性教材,所涵盖的三项技能培训是相辅相成的,既有统一的要求,又有各自的重点。在教学安排上,这三个方面的训练应该齐头并进。同时,基础教材又是与英语中、高级口译教材配套的系列教材,在诸多方面是和中、高两级相衔接的。通过基础阶段培训后,学员能比较容易地适应中、高级口译教材的教学要求,为以后进一步接受口译培训打下扎实的基础。

这套基础口译教材的主要编写成员均为上海外国语大学继续教育学院的骨干教师,他们有丰富的教材编写经验。在编写过程中,他们还仔细研读了中学英语新课标的要求,从某种意义上说,这是对中学英语教学的补充和深化。我们希望本教材能适应培训的需要,达到我们所设想的目的。当然,限于我们的学识,这套教材可能还有不尽如人意之处,甚至存在各种差错。在此,我们恳请专家、学者、使用教材的教师和学员提出宝贵意见,以便编写者及时修正。

总主编 **戴炜栋**

2006 年于上海外国语大学

使用说明

《基础口语教程(B级)》是按照《上海市英语口译基础能力证书(B级)考试大纲》口语部分的要求编写的,目的是为有志参加上海市英语口译基础能力考试的学员提供英语口语训练的语言材料,帮助学员熟悉各种场景之下的会话模式,并通过大量操练掌握基本的会话能力及口头表达能力。

本教程共 15 个单元,在内容编排上以一学期为限,另外有四个语音辅导讲座,旨在帮助学员对英语语音形成一个初步了解。每单元都采用相同的体例并且由六个部分构成:第一部分为词汇预习(VOCABULARY PREVIEW),主要列出了本单元内出现的重点词汇及生词、难词;第二部分为热身练习(WARM-UP EXERCISE),其中又包括两个小部分,分别为快速应答练习(QUICK RESPONSE)和简短会话练习(SHORT CONVERSATION);第三部分列出了在本单元中出现的一些常用句型(USEFUL EXPRESSIONS),用以巩固学员的口语表达能力;第四部分为短文朗读及回答问题(PASSAGES FOR READING)。为了方便学员自学,我们对短文中出现的难点都做了注释并提供了例句;第五部分为命题发言(FREE TALK),主要目的在于培养学员独立思维和在短时间内组织语言的能力;最后一部分为补充阅读材料(SUPPLEMENTARY READING),主要目的是给学员提供更多的相关阅读材料,增加语言的输入量。本教程在最后附有快速应答的参考答案。

需要指出的是,全书 15 个单元中虽然每一单元均有相对独立的主题,但这 15 个单元之间却是互有内在联系的,不应把他们孤立地分割开来。特别是随着学习的深入,教师应该不断提醒学员前面已经出现

过的常见句型和语言现象。

另外,学员在练习口语时应该知道,仅靠在课堂上练好口语可以说是不可能的,学员应该根据自己的实际情况,在课外进行大量的、充分的预习、复习和操练。预习时应该把重点放在词汇预习上,而复习时应该把重点放在常见表达法以及即时组织语言的能力上。学员们还应该积极主动地给自己寻找并创造机会去进行真实的口语交流。

总之,教材提供给教师和学员的只不过是语言素材,而要充分用好这些素材就必须通过师生,特别是学员自身的努力。

本书的编写和出版得到了上海市浦东高校继续教育中心,上海外语教育出版社和上海外国语大学继续教育学院的大力支持,我们在此表示感谢。

编 者

2006 年于上海外国语大学继续教育学院

CONTENTS

UNIT 1	SCHOOL LIFE	1
UNIT 2	FAMILY AND PEOPLE	11
UNIT 3	HOBBIES AND INTERESTS	20
英语语音语调辅导讲座(一)音节和单词重读		30
UNIT 4	FOOD	32
UNIT 5	SHOPPING	42
UNIT 6	SPORTS AND GAMES	51
英语语音语调辅导讲座(二)失去爆破和连读		62
UNIT 7	JOBS AND EMPLOYMENT	64
UNIT 8	CULTURES AND CUSTOMS	73
UNIT 9	TRAFFIC AND ACCIDENTS	84
英语语音语调辅导讲座(三)语句重音		94
UNIT 10	TRAVELING AND SIGHTSEEING	97
UNIT 11	SOCIAL PROBLEMS	107
UNIT 12	MASS MEDIA	118
英语语音语调辅导讲座(四)英语语调和意群		128
UNIT 13	SCIENCE AND TECHNOLOGY	131
UNIT 14	HEALTH AND SANITATION	142
UNIT 15	HUMANITIES AND NATURE	154
ANSWER TO QUICK RESPONSE EXERCISE		164

UNIT 1

SCHOOL LIFE

I. VOCABULARY PREVIEW

lecture	locate	catalogue
category	access	preparation
typewriting	handicraft	due
update	grades	apply
performance	campus	dormitory
education	improvement	tuition and fees
evening class	study abroad	book knowledge
class participation	school activity	ovation

II. WARM-UP EXERCISE

1. QUICK RESPONSE

- (1) May I introduce myself? I am Helen Young.
_____.
- (2) It's very nice of you to show me around your school.
_____.
- (3) Excuse me, Professor Johnson, may I ask you a question?
_____.
- (4) What do you think of today's lecture?
_____.

(5) How are you getting on with your roommates at school?

2. SHORT CONVERSATION

(1)

A: Good morning.

B: Morning. Could you tell me the easiest way to locate a book?

A: Certainly. That would be online. The library's online catalogue provides access to various books, magazines and other materials.

B: Can I find a book if I don't know its name?

A: Sure. You just enter the name of the author, or even the topic, and it will give you a list of materials fitting under that category.

B: Great, I'll try it out.

(2)

A: Peter, are you ready for tomorrow's history test yet?

B: Of course I am. I spend plenty of time studying.

A: Well, I haven't opened my book yet.

B: Are you kidding? You'd better begin studying at once.

A: But I really hate to miss the basketball match on TV now.

B: Listen, I hear the test will be hard. Well, go ahead if you must, but I'm sure you'll be sorry later.

A: You mean I can't pass it without preparation? Lucky you warned me.

(3)

A: Do you enjoy your school life?

B: Oh, very much.

A: What's your favorite subject at school?

B: English, of course. It's interesting and useful.

- A: How many hobby groups have you got in your school?
B: Eight. They are art, computer, typewriting, handicraft, singing groups and so on.
A: Wow! That sounds fun.

III. USEFUL EXPRESSIONS

1. Have you got the latest *Harry Potter*?
2. When is the book due back?
3. I've been really busy with school and all.
4. Can you tell me how to get food in the student cafeteria?
5. What would you like to do this evening if you don't have to study?
6. That certainly helps to update our knowledge and improve our learning.
7. I'm sorry to tell you that you failed in the exam.
8. Excuse me, where can I see the final grades?
9. Betty, have you decided which kind of college you are going to apply to?
10. Our class teacher is very upset about our poor test performance.
11. Come and meet John, my deskmate.
12. Did you go anywhere during the summer vacation?
13. How do you like your teachers?
14. How do you go to school every day?
15. What subjects do you have at school?

IV. PASSAGES FOR READING

Read the following passages and be ready to answer the questions.

Passage 1

Nowadays most people attend evening classes to “improve themselves” in a purely practical sense¹, to study and gain the necessary commercials, technical or other qualifications that will result in a more rewarding position², or with greater authority, and probably at the same time with a higher salary or with more interesting work. The reason for their attendance may be mere ambition but these young people are prepared to do a great deal of hard work, both in class and in their little spare time at home. These days, there are many more forms of entertainment than our grandfathers knew to attract these young men and women from what is sometimes an uncomfortable classroom and they thoroughly deserve whatever success they can gain³.

Ambition however is not the only reason for joining an evening class. Surprisingly perhaps, plenty of people come for enjoyment. In spite of the competition of television, the hardness of chairs, the occasional scarcity of heating and the long cold wait for the bus home, a large number of⁴ ordinary people come to practice languages, discuss international problems, study poetry, music and art, paint pictures, cook interesting meals, dance, do keep-fit exercises or learn how to make dresses or repair their own cars. They are not content to sit back and let themselves be entertained by the television screen. They want to do something new and possibly difficult, exercise their minds and their bodies⁵, meet people like themselves and make friends. They indeed are the people who help to keep our society alive, active and open to new ideas⁶ and not merely satisfied with the various forms of mass entertainment.

Now answer the following questions in your own words:

1. What will the qualifications the students gain result in?
2. Do these young people study hard? How?
3. Do these young people deserve the success they can achieve? Why?

4. What is the other reason for joining an evening class besides ambition?
5. What do people learn for enjoyment in evening classes?

Passage 2

Lillian Hanson, a college junior, expects to graduate in about two years. Mrs. Hanson, a rather unusual student, plans to go on to take more courses after she gets her degree¹. What makes Mrs. Hanson different from most of her classmates?

What sets Mrs. Hanson apart from the college crowd is her age — 73 years². She has been going to college, a few courses at a time³, for 27 years.

When Mrs. Hanson graduated from high school, she went to her local bank and asked for a loan for college tuition and fees. The banker gave her no encouragement. He did not think that a country girl should be borrowing money to go to college⁴. He thought she should be at home doing work in the house or around the farm. So Mrs. Hanson went home and raised a family of nine children instead of going to college. She still lives with her husband on the farm that has been in the family for five generations.

Mrs. Hanson never forgot her dream of getting a higher education. When her children were grown up, she tried again.

She finds the hardest part of going back to school at her age is to be sitting in classes for long periods of time. Because she is not as agile as she used to be, Mrs. Hanson often gets up and walks around between classes to keep from getting stiff⁵. At the beginning of a course in using the computer, the other students all gave Mrs. Hanson a standing ovation⁶ when she introduced herself and explained why she was there and what her goals were.

Now answer the following questions in your own words:

1. How has Mrs. Hanson gone through college?
2. What's the hardest part of going back to school at her age?

3. Why did the computer students all applaud when she introduced herself and explained why she was there and what her goals were?
4. What sort of person is Mrs. Hanson?
5. What is the main idea of this story?

Notes

Passage 1

1. to “improve themselves” in a purely practical sense 从纯粹实用的意义上来“提高自己”

in a ... sense 在某种意义上

The word “cheap” may be used in a bad sense. cheap 这个词可用于贬义。

The word “man” is used in a broad sense, which includes both men and women. man 这个词广义上包括所有男子与女子。

2. that will result in a more rewarding position 那将使他们获得一个回报更为丰厚的职位

result in 导致

注意比较 result from 起因于, 出于

These measures resulted in the improvement of traffic. 由于采取了这些措施, 交通有了改善。

His success results from hard work. 他的成功出自勤奋。

3. they thoroughly deserve whatever success they can gain 他们完全应该得到他们所能够取得的任何成功

deserve 应该得到, 值得

He did not deserve to be given such a great reward. 他不配得到这样大的奖赏。

The environment pollution deserves our attention. 环境污染值得我们注意。

4. a large number of 许多, 大量

英语中有许多表示数量的单词和短语, 有些只能用在可数名词前, 有些只能用在不可数名词前, 也有些两者前都可用。

只能用在可数名词前的有: many, several, few, a few, a large number of

After the lecture, the students asked the lecturer a number of questions. 听了讲座后, 学生们向演讲者问了许多问题。

只能用在不可数名词前的有: much, little, a little, a large amount of, a great deal of

She has saved a large amount of money. 她已积蓄下一大笔钱。
可数名词和不可数名词前都可以用的有: some, plenty of, a lot of, a large quantity of

5. exercise their minds and their bodies 锻炼他们的思想和身体
exercise (vi. & vt.) 运用; 运动

You are gaining weight; you should exercise more. 你发胖了, 应该多锻炼。

He could have exercised his authority, but he didn't. 他本来能够行使职权的, 但他没有这样做。

6. to keep our society alive, active and open to new ideas 使我们的社会有生气, 有活力并乐于接受新思想
alive (adj.) 活的; 活泼的(一般只做表语)

He looks alive. 他看上去很活泼。

I thought her father was dead, but he is still alive. 我原以为她父亲已去世, 但他仍活着。

Passage 2

1. Mrs. Hanson, a rather unusual student, plans to go on to take more courses after she gets her degree. 汉森太太, 一位相当特殊的学生, 打算在取得学位后再多选几门课程。

go on to do sth. 接着做另一件事

go on doing sth. 继续做某事

He told us what to do next and then went on to show us how to do it. 他告诉我们下一步要做什么, 然后他又给我们演示如何去做。

Tired as he was, he went on working with us and refused to have a rest. 虽然他很累, 可是他仍然继续和我们一起工作, 拒

绝休息。

take courses 听课,选课

2. What sets Mrs. Hanson apart from the college crowd is her age — 73 years old. 使汉森太太和她的大学同学截然不同的是她的年龄——她已经 73 岁了。

set sb. apart from — make sb. appear special 使某人显得特殊

His far-sightedness set him apart from most of his contemporaries. 他的远见使他显得与同时代的人截然不同。

3. at a time 一次;同时

We cannot do two things at a time. 我们不能一次做两件事。/ 一心不可二用。

The baby can sleep for hours at a time. 这个婴儿能连续睡几个小时。

4. He didn't think that a country girl should be borrowing money to go to college. 他认为一个乡下女孩不应该向银行贷款去上大学。本句是“否定转移”句式

She doesn't think she can do it herself. 她认为她自己不能做这件事。

变为反意疑问句时要注意:

She doesn't think she can do it herself, can she?

5. Mrs. Hanson often gets up and walks around between classes to keep from getting stiff. 汉森太太在课间休息时常常起身来回走动,以防身体僵直酸痛。

keep from 避免,防止

stiff (*adj.*) — not easily bent or changed in shape 不易弯曲的,僵直的

The old woman has a stiff leg so after a long walk she always feels stiff. 这位老妇人的腿不灵活,所以她走完长路后,总是感觉肢体发僵。

6. ovation (*n.*) — enthusiastic expression of welcome or approval 热烈欢迎;大声喝彩

When the concert was over, the leader was given a standing ovation. 音乐会结束时,乐队指挥受到观众的起立欢呼。