



上海外语口译

上海外语口译证书培训与考试系列丛书

英语口语基础能力证书考试

基础口语教程

A Preliminary Course of Spoken English

第二版
SECOND EDITION

主 编 齐伟钧 孙万彪
副主编 罗杏焕 吴建国

Spoken English

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“上海英语口语译基础能力证书”是上海英语口语译证书配套培训和考试项目之一。该项目参加考试并成绩合格者可获得上海外语口译证书考试委员会和上海市高校浦东继续教育中心统一印制的“上海英语口语译基础能力证书”。

英语口语译基础是通向英语中、高级口译的初级阶段,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,主要是他们在听、读、写、译等方面的基础能力欠缺,而且知识面较窄;而未能通过第二阶段的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。为帮助广大英语爱好者切实有效地全面提高英语应用能力,上海外语口译证书考试委员会于2002年开始试行《上海英语口语译基础能力证书》考试,使之与英语中级、高级口译考试形成一个由低到高的梯度系列,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。

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,即相当于重点中学高中毕业生或大学一年级学生的英语水平。经过培训,学员的英语应用能力可望达到大学英语四级的要求,而且在英语听、说和口译方面奠定良好的基础。在此基础上经过进一步深造,学生就可以达到英

语中级口译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,“上海英语口语基础能力证书”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口译基础教材,分别是听力、口语和口译,把侧面放在听、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,在口译基础培训阶段,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。使教学安排有较强的可操作性,在听和说两方面进行大量的操练和实践。正文之后,各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,提高英语应用能力。

《基础听力教程》、《基础口语教程》和《基础口译教程》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,口译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。

本套教材自 2004 年初版以来,已经过多次的重印。《上海英语口语译基础能力证书》考试开考近十年来,每年两次的英语口语译基础能力考试、该考试同全国自学考试英语专业搭建的学习“立交桥”以及社会培训机构所展开的相应的培训,不仅培养了成千上万名已经掌握口译基础能力的外语学习者,同时也验证了本套作为国内首套针对外语学员口译基础能力的培训所编写的教材其合理性和科学性。

现在经过修订后推出的第二版《基础听力教程》、《基础口语教程》和《基础口译教程》教材,既保留了原教材在过去十年来的教学和培训中所呈现的亮点和基本特征,同时,又对其内容进行了相当篇幅的补充或改编,以进一步体现出本套教材的时代性、实践性和科学性,以更进一步地适应国内口译培训的教学或外语爱好者的自学需要。当然,限于我们的学识,本套综合性教材(第二版)还是可能会有不尽如人意之处,甚至存在各种差错。再次,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。

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UNIT 1

GREETINGS, INTRODUCTIONS AND FAREWELLS

I VOCABULARY PREVIEW

greeting	ensure	depend
farewell	vary	cultural
colleague	departure	verbal
secretary	nonverbal	reverse
human resource	methodology	inductive
recently	concrete	privacy
rush	deductive	confused
expect	refreshing	sociable
reply	tend to	superior
share	countenance	consequently
purpose	distinguish	

II CONVERSATIONS FOR PRACTICE

(1)

- A: Hello. Let me introduce myself. I'm your neighbour. My name is Linda.
- B: Hi. I'm Helen. Nice to meet you.
- A: Nice meeting you, too. Which apartment do you live in?
- B: 7A. How about you?
- A: 9B.

(2)

- A: You're new here, aren't you?
- B: Yes, I am. My name is Gary White.
- A: I'm Jackie Walden. Nice to meet you.
- B: Nice meeting you, too.
- A: Well, which department do you work in?

B: Personnel. How about you?

A: Accounting.

(3)

A: Hello, Jenny. How are you this morning?

B: Hi, Sam. I'm fine. How about you?

A: I'm OK. By the way, have you seen Tim recently?

B: No, I haven't seen him for ages. I don't know what's up with him.

A: Let's go and ask Alice.

B: OK.

III USEFUL EXPRESSIONS

1. Hello, I'm John Smith.
2. Hi, my name is Sally.
3. Excuse me, are you Bill Jones?
4. Excuse me, I don't think we've met before. I'm Charles Williams.
5. May I introduce myself: Oliver King, sales manager from ABC Company.
6. John, I want you to meet Kathy, my new secretary.
7. I'd like you to meet my boss, Mr. Carson.
8. Hello, Bill. How are you?
9. Hi, Helen. How's everything going?
10. I'm fine/very well, thanks.
11. See you later.
12. I'm afraid I must say goodbye.
13. I must be going/off now.
14. Sorry to rush off.
15. I hope you don't mind, but I've got to leave now.

IV PASSAGES FOR READING

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

Passage 1

People in different countries use different languages and ways in greetings¹ when they meet each other. But what is a greeting?

A greeting is a way of showing your friendliness and politeness to others. It is also a way of starting a conversation. Many languages use a question as a greeting: “How’s everything going?” “Have you eaten?” Persons asking these questions do not expect a full answer or a true one. In English, for example, the commonest greeting is “How are you?” — a question about a person’s health. But we do not expect the person to tell us about his health. Rather, we will get a fixed expression such as “I’m fine, thanks.” or “Couldn’t be better, thanks.” In the same way, in countries where people greet each other with “Have you had your lunch yet?”, a possible but simple reply will be “Yes,” even if the question is asked far over the normal lunch time.

In most languages, a greeting is usually followed by a “small talk,” something which both parties share the same view about. The purpose of this is to ensure that both parties agree on something, thus making it much easier and more comfortable for people to meet each other.² The topics for a small talk depend on where the conversation is taking place, but a safe topic in English is one about the weather.

Greetings and small talk are an important part of everyday conversation in any language, but the way people do it varies³ from country to country. Thus, we have more things to learn in a foreign language than just the vocabulary and the grammar of the language. We also have to learn the social and cultural behavior of the people who speak it.

Now answer the following questions in your own words:

1. When do people use greetings?
2. What’s the main purpose of a greeting?
3. What does “small talk” mean?
4. What can be covered in “small talk”?
5. What topics do people talk about when they make “small talk”?

in your language?

Passage 2

The first culture difference that many Japanese find in America is their greeting customs. Although the greeting is one of the simplest human communications, both countries have different methods of greeting each other. Three differences include introduction, self-introduction, and departure. In addition, the main reason for the difference is that Americans use verbal greetings and the Japanese use nonverbal greetings.⁴

First, the order of introduction in the U.S. is the reverse⁵ of the Japanese way. In America, generally elderly people are introduced first. For example, one of my friends invited me to his house, and he introduced his father first, then his mother, his older brother, and his young sister. After that he introduced me to his family. In contrast⁶, the traditional rule is the opposite in Japan. In other words, young people have to be introduced first in Japan. This rule is the sort of manner in Japan, and the people who do not follow this regulation are considered rude.

The methodology⁷ of self-introduction varies between America and Japan. Americans prefer the inductive method that brings out general idea from concrete; therefore, they are apt to talk about their privacy first.⁸ Almost all American students talk about their family or themselves. For instance, a woman who is a student at St. Cloud State University talked about her Iowa State and her family who are farmers. Then she said that "The crops are mainly potatoes, and my family likes potatoes." Finally, she said that her family is a German line.⁹ In contrast, Japanese prefer a deductive¹⁰ method. In other words, Japanese people are likely to talk about where they belong to. For example, the typical Japanese person first talks about his university or his major, then what kind of club they belong to. Finally they usually talk about hobbies or an event that happened recently.

One of the many reasons for the differences in greetings is the verbal in America and nonverbal in Japan. Generally

Americans are apt to use the verbal, so Americans always say “Hi” or “How are you?” Even people who are strangers say “How is it going?” Due to inexperience with this greeting, first, most Japanese people who come to America are confused whether they should respond or not. As a result, they think Americans are friendly, refreshing, or sociable. However, Japanese people tend to¹¹ use nonverbal language. Many Japanese just make a bow with a smile indicating respect. Usually, young people have to make a deep bow for their superiors. In addition, not only gesture but also voice and countenance¹² are very significant. Consequently, every American who is in Japan feels uncomfortable at first because they are not used to Japanese customs.

In conclusion, even the simplest communication is quite different because of culture. The first impression of the greeting is very important because some people distinguish whether this person is good or not. In other words, people who live in other countries have to obey a method of greeting in each country.

Now answer the following questions in your own words:

1. What is the main reason for the difference between the American way of introduction and the Japanese way of introduction?
2. What are the traditional rules of introduction in Japan?
3. How do Americans usually introduce themselves?
4. Why are most Japanese people who come to America confused while they are greeted with “How is it going”?
5. Is it important to “do as Romans do” as far as greeting culture is concerned? Why?

Notes

1. greeting (*n.*) — a polite word or sign of welcome or recognition 招呼
She raised her hand in greeting. 她举手向我们打招呼。
2. The purpose of this is to ensure that both parties agree on something, thus making it much easier and more comfortable for people to meet each other. 这样做的目的是确保双方达成一致,以使人们互相见面时感觉更加随意、自在。

purpose (*n.*) — the reason for which something is done 目的

The purpose of our visit is to make preparations for our further cooperation.
我们此行的目的是为进一步合作做准备。

make it + adj. + for sb. to do sth. 这是一个十分常见的结构,表示“使某件事做起来……”

Advances in medicine make it possible for people to live a longer and better life than ever before. 医学的进步使得人们能比以往任何时候都活得长而且好。

3. vary (*v.*) — to differ from sth. else of the same class 变化,不同

The students in my class vary in age from 11 to 15. 我班上学生的年龄从 11 岁到 15 岁不等。

4. In addition, the main reason for the difference is that Americans use verbal greetings and the Japanese use nonverbal greetings. 此外,差异的主要原因是美国人用语言形式打招呼,而日本人用非语言形式打招呼。

in addition 此外,另外

In addition to teaching, she also works part-time as an interpreter. 除了教书,她还兼职做口译翻译。

verbal (*adj.*) — relating to words 用言辞的,用文字的

It can sometimes be difficult to give a verbal description of things like colours and sounds. 有时候可能很难用语言来描述诸如颜色和声音这类事物。

nonverbal (*adj.*) — not using spoken language 不使用口头语言的

Body language is an effective form of nonverbal communication. 肢体语言是一种有效的非口头语言交流方式。

5. reverse (*n.*) — the opposite direction, order, position, etc. 对立面,相反

The teachers say the child is slow but I believe the reverse is true. 老师们说这个孩子迟钝,可我却认为正好相反。

6. in contrast 相反,形成对照

Their economy has expanded enormously in the last ten years, whereas ours, in contrast, has declined. 过去十年中他们的经济增长很快,相反,我们的经济却下滑了。

7. methodology (*n.*) — a system of ways of doing, teaching or studying something 教学法,方法论

The methodology and findings of this medical team have been paid much attention to. 这个医疗小组的研究方法和研究发现引起了重视。

8. Americans prefer the inductive method that brings out general idea from concrete; therefore, they are apt to talk about their privacy first. 美国人喜欢从具体内容得出总结这种归纳的方法,因而他们倾向于先谈谈自己的私人情况。

prefer (*v.*) — to choose or want (one thing) rather than another because it would be more pleasant or suitable 宁愿,更喜欢

He prefers red wine to white. 和白葡萄酒相比,他更爱喝红葡萄酒。

inductive (*adj.*) — based on induction, i.e., the process of discovering a principle from a set of facts 归纳的

inductive reasoning 归纳推理

be apt to 倾向于,易于

Nancy was apt to give up while in difficulty when she was young. 南希年轻时遇到困难很容易放弃。

9. Finally, she said that her family is a German line. 最后她说她有着德国血统。

10. deductive (*adj.*) — reasoning from general principles to a particular case 演绎的,推理的

The writer of this paper adopted a deductive argument. 这篇论文的作者采用的是推理论证。

11. tend to 倾向于,往往

Some people think that brilliant people tend to live an eventful life. 一些人认为聪明的人往往过着多姿多彩的生活。

12. countenance (*n.*) — approval 赞同

We will not give countenance to any form of terrorism. 我们绝不赞成任何形式的恐怖主义。

V FREE TALK

Directions: Relationships between people are very important, whether it is the relationship at home or at work, in families or at schools. Good relationships with others help people feel better, while people with bad relationships have problems.

Now, talk on the following topic:

How Can Teenagers Improve Relationships with Others?

VI SUPPLEMENTARY READING

I was due to retire at the age of 60, five years earlier than the average age of retirement. At that age, it was much too early to sit at home doing nothing because I felt that was dangerous, and many people tend to die if they suddenly stop working and then are left with nothing to do.

I did not want to go on working, even though I was given an opportunity, and for many years I had cherished the wish to see more of the world, and see it at more leisure than one can do during the short annual holiday. So we decided to buy a motorhome and travel the world.

Due to political circumstances, it was not possible for us to do the long trip to Australia we wanted, and so we had to change our plan at the last minute. In the end we followed the old dictum, "Go West, Young Man", in my case more like, "Go West, Old Man", and we headed across the Atlantic to North America.

It is such a vast continent that it is impossible to see even a fraction of it in the course of a two- or three-week vacation. We decided to spend three years exploring this vast continent, from north to south and east to west. We are all aware, and we've heard it many times how vast the country is. But not until you have driven the five thousand miles from the Atlantic to the Pacific, and the two thousand miles from the Alaska highway to the Mexican border, will you realize how vast it is.

The scenic beauty of North America is difficult to describe, one has to experience it. One can drive for hours on perfect roads without meeting another car, and if one wants to get away from people, which in Europe is becoming more and more difficult, the advice is that North America is the place.

UNIT 2

ASKING THE WAY

I VOCABULARY PREVIEW

downtown	block	cab
slowdown	current	domestically
socio-economic group	accessible	leisure
curiosity	living-standard	manufacturing
stability	impacts	self-evident
employment	intermediary	expansion
aspect	manifest	metropolis
cosmopolitan	amenity	diverse
impressive	drug abuse	urban sprawl

II CONVERSATIONS FOR PRACTICE

(1)

- A: Excuse me. Could you please tell me where I can catch a bus going downtown?
- B: There's a bus run by the airport over there, beside the Clock Tower.
- A: Do I have to wait long?
- B: It goes downtown every hour on the hour. There will be another bus in 15 minutes.
- A: That's good. Thank you very much.
- B: You're welcome.

(2)

- A: Excuse me. Is there any post office nearby?
- B: Yes, there is one.
- A: Can you tell me how to get there?

- B:** Sure. Go to the corner and turn left. Walk one block until you come to the traffic light. Walk across the traffic light. The post office is on the corner. You can't miss it.
- A:** Thank you very much. I'm sure I'll find it.
- B:** There's one thing I forgot to tell you.
- A:** What's that?
- B:** Today is a holiday. The post office is closed.

(3)

- A:** Good morning, sir, but I think I'm lost. Can you tell me the way to the zoo?
- B:** Sorry, I'm a stranger here.
- A:** Thanks. (Turn to another.) Excuse me, can you tell me the way to the zoo?
- C:** Of course. Are you going there by a cab or by public transportation?
- A:** I want to go there by bus.
- C:** OK. Carry on along the road until you come to a bus station. Take No. 27 bus there. Get off the bus at the last stop but one. Go ahead for two blocks and the zoo is on your left.
- A:** Thank you very much.

III USEFUL SENTENCES AND EXPRESSIONS

1. Can you tell me where the People's Square is?
2. Could you show/tell me the way to the Foreign Language Bookstore?
3. Excuse me. I'm going to Hilton Hotel. Could you please tell me which bus I can take?
4. Which direction is it to Shanghai International Studies University?
5. Can we get there in about ten minutes?
6. It's a twenty-minute walk from here.
7. Sorry, I'm new here.
8. Go back straight down this street for about five minutes and you will find a bank on your left.