

<<英语口语综合能力>>

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内容概要

《英语口语译综合能力（3级）》教材配套辅导是根据《翻译专业资格（水平）考试暂行规定》的精神，依照《全国翻译专业资格（水平）考试英语口语译三级考试大纲（试行）》的要求，配合《英语口语译综合能力（3级）》指定教材而编写的。

本书编写的宗旨是通过强化训练，帮助学员更加熟悉与口译综合能力（3级）题材有关的内容和翻译资格考试题型，以提高应试能力。

全书共16个单元，每个单元紧扣口译综合能力（3级）的主题，由两套与考试类型基本一致的练习组成，即20个判断题、20个填空题、15个篇章理解题及150词左右的听力综述。

书后另附有两套考试模拟试题。

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作者简介

黄源深，男，上海对外贸易学院教授，华东师范大学博士生导师，兼任上海翻译家协会副会长，中国翻译协会理事，全国翻译专业资格（水平）考试英语专家委员会委员。享受国务院政府特殊津贴。

编著有《高校英语教材1-8册》、“九五”国家级重点教材《综合英语教程》、《英语泛读教程》、《英国散文选读》等30余部；译著有《简·爱》，《道连·格雷的画像》、《欧·亨利短篇小说选》、《老人与海》、《我的光辉生涯》等7部；发表学术论文60余篇。

徐钟，男，1992年起任上海大学英语教授、英语系副主任、外语学院副院长，外国语言学及应用语言学硕士生导师，上海大学英语学科带头人。

1995年起任《上海翻译》期刊编委。

研究领域为英汉辞书编纂与研究、英汉互译、英语语法及惯用法，英语语用学及社会语言学等。

翻译的《当代英语语法》获省级优秀图书二等奖；主编的《学生英汉实用词典》获省级优秀图书二等奖；主审的《人民大会堂》（英文）获第四届国家优秀图书提名奖；参编的《新视野大学英语》获上海市优秀教材一等奖；主编的《英语辨析大词典》获上海市优秀图书二等奖。

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书籍目录

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章节摘录

Of the many approaches to teaching and learning , however , perhaps the most flexible one is that called distance learning. Distance learning is an educational method which allows the students the flexibility to study at their own pace to achieve their academic goals. The time required to study may be set aside at the students convenience. Besides , the student may enroll in distance learning courses from almost any place in the world , while continuing to pursue their chosen career. Tutorial assistance may be available via regular airmail , telephone , facsimile machine , teleconferencing and over the Internet. Good distance learning programs are characterized by the inclusion of a subject evaluation tool with every subject. This does not require a student to travel away from home to take a test. Another characteristic of a good distance-learning program is the equivalence of the distance-learning course with the same subject materials as those students taking the course on the home campus. The individuality of the professor-student relationship is another characteristic of a good distance-learning program. In the final analysis , a good distance learning program has a place not only for the individual student but also the corporation or business that wants to work together with their employees for the educational benefits , professional development , and business growth of the organization. Sponsoring distance-learning programs for their employees gives the business the advantage of keeping career-minded people and contributing to their personal and professional growth through education. Passage Two Research indicates that parents who reward self-control and independence tend to have children with high achievement motivation. Such parents set high standards for their children but allow them to work at their own level and to make their own mistakes. By contrast , parents of low-need achievers typically set impossibly high goals for their own children and make extreme demands. In addition , parents of high-need achievers encourage good performance but do not scold their children when they fall. If a child comes home from school with four As and one B on a report card , the parents focus on the As; parents of a potential low-need achiever tend to ask , "Why the B ?"

" Parents of high-need achievers respond to average grades with warmth and suggestions for reasonable goals and ways to reach them. Parents of low-need achievers might say , "You're dumb and lazy , and you'll never amount to anything , " and punish the child. When a child is having trouble with a math problem , the parent of a potentially high-need achiever will suggest the general procedure and let the child work out the particular solution; a low-need achiever's parent will solve the problem and then hand the child the answer.

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编辑推荐

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