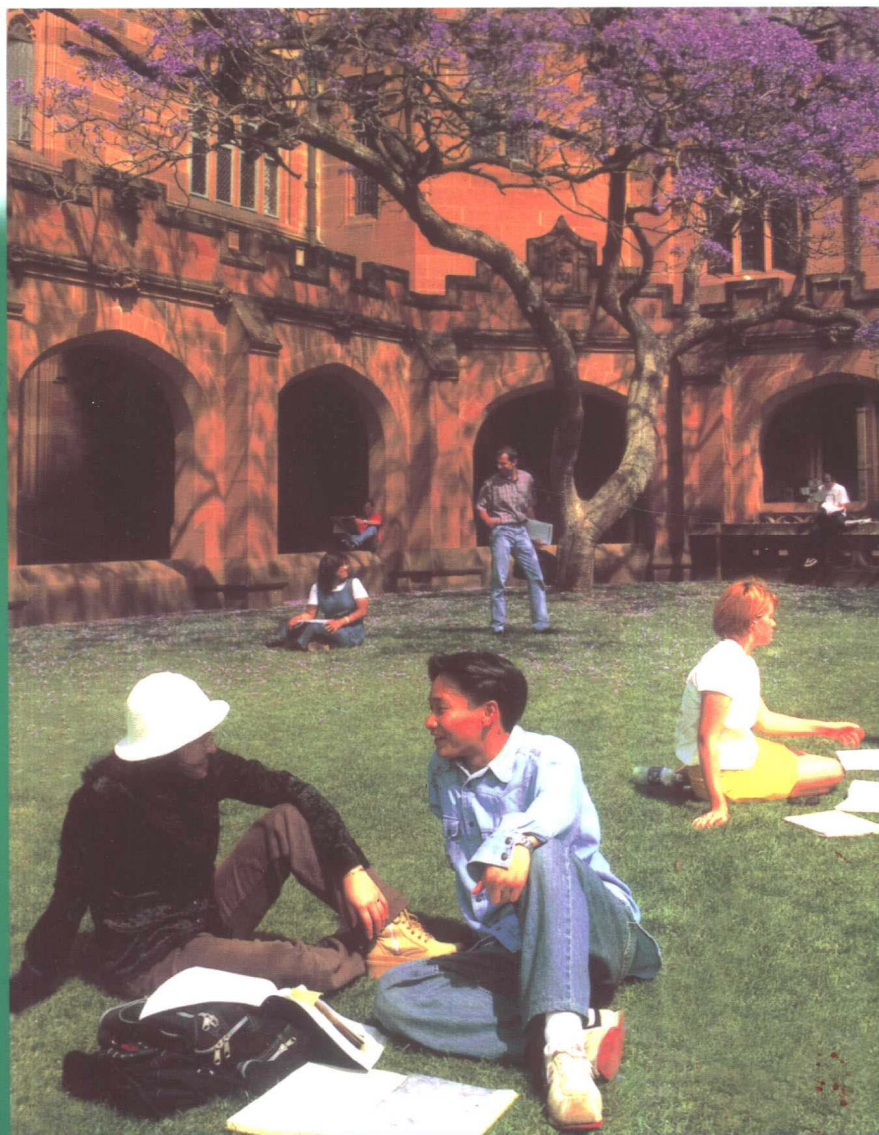


IELTS 考试培训系列教材

IELTS

口语全真训练

李世清 阴红雨 编著



吉林科学技术出版社

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■ 内容介绍

本书介绍 IELTS 考试的口试内容,技巧及训练方法。针对口试中的 5 个阶段分别加以介绍,相信读者按照本书介绍的方法训练,可以在短时间内达到提高口试成绩的目的。本书给出了口试中的实际口试的录音,供读者参考。读者可以从中看出口试的基本过程及考官的常见问题的类别。在口试中出现的“Body Language”本书也做了介绍。

■ 前 言

近年来,出国留学和移民定居的人员越来越多,以 IELTS 成绩作为出国留学语言资格考核的国外学校越来越多,加拿大、新西兰、澳大利亚的移民定居,需要具有 IELTS 的成绩,特别是新西兰、澳大利亚的定居申请,IELTS 成绩是必须的条件。因此,了解 IELTS 考试,在 IELTS 考试中取得好成绩是即将走出国门的申请人的最大愿望。

本书介绍了 IELTS 考试中的口试的基本内容,本书重点介绍 IELTS 考试的口试技巧及过程,针对口试的全过程,给出有针对性的训练内容及训练过程。全书共分 9 部分。

Unit 1 介绍 IELTS 口试的基本情况及过程。

Unit 2 介绍口试的第一阶段,自我介绍及如何打招呼。这也是口试中必然出现的内容,其中包括正式场合的说法和非正式场合的说法。

Unit 3 这部分介绍不同场合常见话题的训练,主要是针对口试中的第三阶段进行的针对性训练。

Unit 4 列出了口试中使用最频繁的短语和句型。

Unit 5 面试中常见问题精选

Unit 6 角色扮演训练

Unit 7 口试中角色卡集锦

Unit 8 口试全程录音实例

Unit 9 口试注意事项

由于在口试中,无论是普通类(移民)还是学术类(留学),都是必考的内容。因此口试成绩的好坏,决定着 IELTS 整体的成绩。

本书是根据未来出国咨询公司外语教学部在办理 IELTS 培训和组织 IELTS 函授教学的基础上编写的,由于

时间匆忙,疏漏之处请读者多提宝贵意见。信函请寄:

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未来出国咨询公司和吉林科学技术出版社联合编写出版的这套 IELTS 丛书,希望能给出国留学、移民定居和 IELTS 培训单位提供一套权威的资料。希望帮你跨出国门,走向未来。

本公司组织编写 IELTS 系列培训教材的过程中,得到了澳大利亚 IELTS 培训专家 Jason 的大力支持,特此致谢。

作者

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Unit One Brief Introduction to IELTS Oral Test

Part One Outline of the Interview

The interview takes between 11 and 15 minutes. Every interview has five sections, which are the same for every student.

The aim is to assess your ability to talk in everyday situations. As some sections are intended to be harder than others, the time each section lasts may vary according to the proficiency of different students. The interview tends to become more difficult from section one to section four, but section five is generally easier.

The interview is recorded. This is not to assess you, but to standardise marking. Try to forget the recorder is there by concentrating on the interviewer.

Section One

The interviewer will introduce himself/herself and may begin the interview by asking you some questions about the information you gave on a form you filled in before the reading and writing test. This form has details of your educational and work background as well as information about your interests and plans. It will help you in this section if you filled out the form carefully. The more information you give about your interests and plans the better.

This section tests your ability to use social greetings, provide information about yourself and to state facts. It is not likely to seem very difficult. The interviewer's main aim at this stage is to help you relax.

Section Two

You will be asked to talk about one or more topics. The topic, or topics, will generally be some aspects of your own country, of its life, culture and customs, or some aspect of your own experiences. This section tests your ability to talk about a familiar general or personal topic. It tests how well you can give general information, describe directions, provide a description, make a comparison, describe sequences of events or describe how something works.

It is not a good strategy to memorise a "talk" on a likely subject. Firstly the interviewer will

change your topic if it seems you have learnt something by heart. Secondly interviewers want you to be able to have a conversation on the topic, not to deliver a lecture. The interviewer may prompt you with questions or change the direction of the conversation. However, you are still expected to take the initiative in this section. This means that you should develop the topic as far as you can, offer your own ideas and give explanations if necessary. Do not simply answer “Yes” or “No” to the interviewer’s questions.

Section Three

The interviewer will show you a card which presents an imaginary situation and invite you to ask questions about it. Your task is to get as much information as possible about the situation that he/she is pretending to be in. So, you must show curiosity about the imaginary situation, and ask a lot of questions. This section tests your ability to ask questions and to find out information about objects, events, sequences, opinions, attitudes, values or how things work.

On pages after you will find examples of the kinds of activity this section might have. These examples describe a situation and show you the type of card that may be given to you to help you ask questions. Each example also has suggested questions that you could ask and more way for you to practise for section three.

Some candidates find this section difficult because they have to stop talking about real experiences and have to start “playing a game” or “taking a role”. It is important that you are prepared for this change of focus. You will be judged by how successfully you find out the information that the game requires. There is no need to be embarrassed by asking “personal questions”. The interviewer is playing the game as well, and the answers he or she gives will not be about herself in real life. Be prepared to adjust your language according to the role she plays. For example if the interviewer pretends to be a fellow student, use direct questions (“Where are you going?”) and if she is pretending to be someone socially superior to you, use polite indirect forms (“Could you tell me . . .?”, or “Would you mind telling me . . .?”). It may be helpful to think of this stage of the interview as being like the communication tasks that are part of the training in many English classrooms. The interviewer wants you to use a variety of question forms, to ask questions in a logical order, to ask sensible questions and to ask them in a natural way. Avoid starting questions with “How about” too much of the time.

Section Four

The interviewer will refer to the information you gave in section one and ask you about your plans for your studies and what you intend to do after you complete the next stage of your education and in the future. You may have to talk about your ambitions and hopes or what you will do if some of your plans do not work out the way you hope they will. This section test:

- How well you can talk about your own attitudes, opinions, emotions and plans;
- Whether you can speculate about the future and use conditional verbs;
- How well you can talk about your academic interests;
- How well you can describe and compare objects and events;
- Whether you can cope with changes between formal and informal language.

Section four is intended to push your English to the limit of your ability. The interviewer is likely to include some surprising questions. This means that you will almost certainly experience some difficulty by the end of the test. Don't worry, it is the aim to the test to find out the level at which you begin to experience difficulty.

If you are asked to discuss your future plans and hopes, it is not a good idea to answer briefly. Nor should you say that you have no plans or that you don't know. Firstly, it appears weak to our (Western) eyes if a person has no plans for his future. Secondly, at the point in the interview the interviewer is looking at how well you can use the language of conditionals and hypothesis, of "what might happen if . . .", or what you "might do if . . .". Talk about your hopes, plans, fears: "I hope to . . .", "I intend to . . .". In Australian culture a personality does not seem weak when a person expresses possible alternative plans. If you really are unsure of your future, you can talk about your options, or you can invent some plans—it does not have to be the truth, although clearly the truth is usually easier to talk about.

This section also covers your personal plans as well as your professional plans. It is acceptable to talk about your hopes of (maybe) getting married and rearing a family, of your sporting and non-professional interests. Remember that westerners enjoy a lot of sport and hobbies, so the interviewer expects to hear you talking about these things as well as your professional career.

Finally, bear in mind that this section is your last chance to show the interviewer just how good your spoken English is, so give him everything you have!

Section Five

This is the conclusion of the interview. The interviewer will thank you, and give you the opportunity to ask questions if you wish. Responding to this section will probably not seem as difficult as responding to section four.

The interview is now over.

Part Two How You Can Prepare for the Interview

1. For section one, think of all the questions you might be asked about who you are, where you come from and about your education. With a friend practise asking and answering these questions. Go to social occasions, like parties, where you can practise these kinds of questions on people you meet.
2. For section two, practise talking with a friend about aspects of life in your country or experiences you have had. Think of various topics associated with your country that you could be asked about, and then think of things to say about them. Check that you know the vocabulary that belongs to these topics. Think of as many questions as possible to ask your friend on these topics and together practise answering them. But remember that your aim is to practise speaking naturally in English; section two is not a general knowledge test.
3. For section three, practise forming and asking questions on all sorts of subjects. Play question and answer games such as "Twenty Questions" with your friend. Practise forming different types of questions without using "How about ...".

Example 1

The interviewer may give you a card with information like this:

Photograph

You are a friend of the interviewer. The interviewer will show you a photograph and a letter. You must ask questions to find out as much as you can about the letter and photograph.

Some things to find out:

Sender

Where from

When

Identity of person in photo event

Interviewer's feelings

In this task, you can ask questions like:

“Who is the letter from?”

“Where does he/she live?”

“Why did he/she write to you?”

“Who is the person in the photo?”

“Do you know the person who wrote the letter very well?”

“Were you pleased or worried when you received the letter?”

“When was the photo taken?”

“Where is the place in the photo?”

Try to ask a follow-up question to one of the interviewer's answers. For example, for the last question, if the interviewer answered “The photo was taken in Colorado”, you could then ask, “Why were they in Colorado?”

Practise this exercise with a photo belonging to a friend: ask your friend to show you a photograph of a place or a person you don't know and ask as many questions as you can to find out all about the subject of the photo.

Example 2

You may be given a card with information like this:

Student Skiing Holiday

The Student Union at your university is organising a skiing trip. You are interested in going on the trip. Ask the interviewer questions to find out as much as you can about it.

Some things to find out:

Cost

Accommodation

Transport

Food

Location

Facilities

Ski Equipment

Numbers going on trip

The interviewer will answer your questions using information that he/she has, for example:

The trip is to Perisher Valley in the Snowy Mountains.

The cost is \$ 300 (all inclusive).

This includes 2 nights' accommodation and 2 meals each day.

Transport is by bus.

One hundred and fifty people are going.

It's possible to hire all equipment (extra cost).

Skiing lessons are available (extra cost).

Payment must be in advance.

Dormitory-style accommodation (4 people share room).

Your questions could include:

"Where is the trip to?"

"How much does it cost?"

"Do I have to share a room?"

"Can I hire skis there?"

"How many people are going?"

"What if I can't ski?"

...

To practise this exercise, give a friend the interviewer's information and ask them questions, taping the conversation to check your question forms. Try a different excursion using information in tourist brochures and the same kind of questions.

Example 3

You may be shown a card like this:

ACME Academic Book Supplies

No. :52379

Signature:

.....

You would also be given a question card like this:

Discount Card

By asking the interviewer, find out as much as you can about the bookshop discount card.

Some things to find out: Where it can be used

Where it can be obtained

Validity

Cost

Restrictions

If you lose the card

Uses

The interviewer will have the following information:

Anybody can get a card.

It costs 1.5 \$.

It is a life membership.

Friends cannot use your card.

It gives a 13 percent discount on all books.

There is no discount on stationery.

It can be used at all ACME bookshops.

There are 5 ACME bookshops in (your town) .

If lost, it costs \$ 5 to replace.

ACME bookshops only sell academic books and stationery.

Your questions might include:

“Where can I get a discount card?”

“Where can it be used?” and a follow-up “How many ACME bookshops are there?”

“For how long is the card valid?”

“Does it cost anything?”

“What benefits does it give me?”

“What happens if I lose the card?”

“Is it only for books or can I use it for other things?”

Practise this kind of exercise with any kind of membership card that you or a friend may

have. Remember to tape the conversation to check the way you ask questions.

4. For section four hold conversations about your professional and personal plans, goals, hopes, studies. Practise especially talking about what will happen if something does not work out as you have planned it.
5. For section five practise saying goodbye, shaking hands and leaving with a smile. If you are in an English-speaking situation, watch how people say goodbye after long conversations at enquiry counters in banks or shops.
6. Do these exercises with friends who are also preparing for the IELTS test.
Practise with any other friends or family members who are willing to help you. If their English is better than yours, that's good, but do not worry if it is not; you will increase in confidence and fluency even if you have to talk to a mirror or to a pet!
7. Tape record your practice. Then listen to the recording and think how you could have extended your answers. See if you can pick out and correct mistakes in grammar or pronunciation. Ask your friends and relations to find mistakes in the recording.
8. While you are practising, do not let people keep stopping you to make corrections. This will not help you gain fluency. Correction is better done from a recording.
9. Remember that you cannot study for the interview from a book. Practice is the key. It is important to keep talking. If you cannot find anyone to talk to, talk to yourself, talk to the bedroom wall, talk to the mirror, talk in the shower.

Unit Two Introductions and Greetings

At the first stage of IELTS, you should introduce yourself and greet the interviewer, from which the interviewer gets the first impression of your oral English. The first impression is very important, so you should pay enough attention to it and prepare well for it.

1. Introducing /Identifying yourself

When you are making self-introduction, usually you will give not only your name, but also some related details or information about yourself, such as your occupation, your nationality, etc. Besides, you'd better tell the interviewer how he/she can call you.

(1) Common Phrases Identifying yourself

Formal Allow me to introduce myself, first name + surname/ family name.

Let me introduce myself. My name is _____.

May I introduce myself? I'm _____.

Excuse me. I don't think/believe we've met before. I'd like to introduce myself. My name's _____.

Hello! My name's _____.

Informal Hi! I'm _____.

(2) Related Information.

I'm a student/computer engineer, etc.

I'm from Nanjing/Shanghai/Changchun, etc.

I'm Zhao Ying from Tianjin.

My name's Li Tian, and my friends like to call me Tiantian.

2. Introducing people

As a general rule, a man is introduced to a woman, unless he is much older and more senior. And younger ones are introduced to elder ones. There can be a handshake if it is a formal occasion

Phrases in introducing someone else

Responses

Formal I'd like to introduce Bob Jones, our new director. How do you do? Glad to

meet you, Mr. Jones.

Allow me to introduce Bob Jones from the United States.

May I introduce you to Bob Jones? He's an exchange scholar here.

I'd like you/I want you to meet Bob Jones.

Let me introduce Bob Jones, a colleague of mine.

Jane, this is Bob Jones. And this is Jane.

Have you met Bob Jones?

No, I don't think so. How do you do?

I don't think you've met Bob Jones.

Yes, we've already met, actually.

Do you know Bob Jones?

How do you do?

Do you two know each other?

Informal You don't know Bob, do you?

Hi/Hello, Bob.

Bob - Jane, Jane - Bob

Hi, Nice/Good to meet you.

Bob, meet Jane.

3. How to address people

Almost everyone knows the meanings of Mr., Mrs., and Miss. Mr. is used before the names of men. Mrs. is for married women and Miss is for single women. But what is Ms.? For some time, businessmen in the United States have used Miss before a woman's name when they do not know whether the woman is married or not. Today, however, many women prefer to use Ms. rather than Mrs. or Miss. The word Ms. does not tell us whether or not a woman is married. These women feel that it is not important for people to know whether they are married or not. There are some problems with Ms., however. Not all women like it. Some like the older ways of doing things. Some find it difficult to pronounce (Ms. sounds like "miz."). Generally, young women like it better than older women do. But be sure that the four terms, Mr., Mrs., Miss and Ms., are followed by the last names.

When you first meet someone and want to be respectful, you can always use "sir" or "madam" in place of their names. The person you address will probably realize that you are not