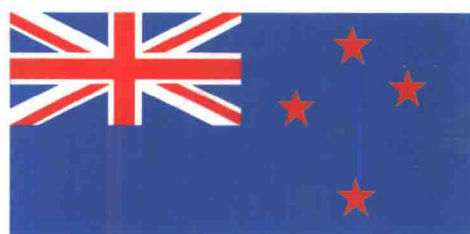
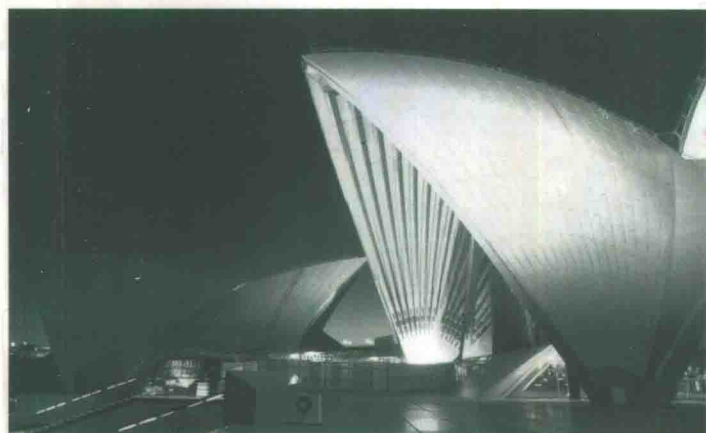


新东方学校出国考试丛书

最新雅思考试

IELTS

口语指南



李鑫 编著
胡敏 审订

世界知识出版社

最新 雅思考试(IELTS)口语指南

李 鑫 编著

胡 敏 审订

北京新东方学校雅思培训部

世界知识出版社

图书在版编目(CIP)数据

最新雅思考试(IELTS)口语指南/李鑫编著. - 北京:世界知识出版社,2000.3

ISBN 7-5012-1337-2

I. 最… II. 李… III. 英语-口语-水平考试-自学参考资料 IV. H319.9

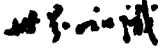
中国版本图书馆 CIP 数据核字(2000)第 05200 号

责任编辑/王文成

封面设计/文 敏

责任出版/尧 阳

责任校对/艾 维

出版发行/  出版社

地址电话/北京东单外交部街甲 31 号 (010)65265933

E-mail:gcgjlz@public.bta.net.cn

邮政编码/100005

经 销/新华书店

排 版/世界知识出版社电脑科

印 刷/北京科技印刷厂

开本印张/787×1092 毫米 16 开本 15 印张 305 千字

版次印数/2000 年 3 月第 1 版 2000 年 3 月第 1 次印刷 印数 1-11000

书 号/ISBN 7-5012-1337-2/G·384

定 价/30.00 元

版权所有 翻印必究

新东方丛书策划委员会

(按姓氏笔划为序)

主 任 俞敏洪

副主任 王 强 王文成

委员会 王 强 王文成 包凡一 杜子华
何庆权 胡 敏 俞敏洪 徐小平

新东方出国考试丛书编委会

主 编 俞敏洪

副主编 杜子华 包凡一

编 委 王 强 徐小平 王文成 何庆权
钱向阳 张红岩 钱永强 胡 敏

新东方的雅思培训

新东方学校副校长 徐小平

新东方雅思培训在胡敏老师的主持下,从无到有,从小到大。雅思培训已经成为新东方 TOEFL、GRE、GMAT、TSE 等课程之外的又一个应试培训热点。

胡敏老师的学者魅力,已经在新东方校长俞敏洪为《最新雅思考试 IELTS 高分作文》写的序言中有了一张形神兼备的素描。在这里我只想说说作为新东方著名教师的胡敏,在准备雅思教学的过程中的一件小事情,以展示胡敏老师在教学质量上对于新东方质量的追求。正是这样的追求,使得胡敏老师主持的雅思培训在短期内赢得了声誉,获得了广泛的好评。

雅思考试在中国迅速普及,得益于加拿大政府对于独立移民申请者提出的雅思考试要求。这个需求在 1998 年就已经出现。在俞敏洪校长的鼓励下,胡敏老师非常认真地研究了雅思考试的市场,精心筹划了雅思培训的设计。在他的主持下,新东方雅思培训在 1999 年初一炮打响。大量学员获得高分,从而得到了加拿大移民的免面试待遇。慕名而来者挤满了新东方的雅思课堂。作为一个新项目,雅思班获得了立即的成功。

就在雅思培训迅速发展,报名学生纷至沓来的一天,我在办公室遇到胡敏老师。见他行色匆匆,原来他要去英国伦敦、剑桥,去考察雅思考试的教学与研究。胡敏老师在如此繁忙的教学和科研工作中,腾出时间去英国考察,显然不是“公费旅游”。他的目的,是要探讨雅思考试的特点,研究雅思考试的规律,收集更多有关的辅导资料,从而为新东方的雅思学员提供世界最前沿的考试培训。这种不做则已,要做就做世界一流的魄力,其实就是新东方的风格,是新东方最引为骄傲的办学传统之一。

新东方学员,往往以对新东方的教学和教材要求严格甚至苛刻而著称。新东方也以此为乐,把众学员苛刻甚至过分的要求当作不断向极限挑战的乐趣,不断

向新的成功升级的推力。胡敏老师在新东方主讲的课程和主编的教材,得到了新东方学员们的认可和支持。其根本原因,是胡敏老师刻意追求新东方质量和水准的原因。这也是胡敏老师主持的雅思培训,能够在短短的一年内迅整发展成为今天这个规模的秘诀。

自从新东方推出雅思培训以来,新东方学员们在出国之路上就多了一条攀登人生高峰的高架索道,避开了在羊肠小道上拥挤爬坡的风险和艰辛。雅思考试的功用,主要用于测试去英联邦国家留学和移民申请者的语言能力。目前中国考生考雅思最主要目的是为了取得高分,得到加拿大政府的移民免面试,以避免令人紧张的移民面谈和漫长的等待,直接、快速获得加拿大移民签证。胡敏老师的雅思班,帮助许多人迅速提高了雅思应试能力,使绝大多数学生都达到或超过了免面试所需要的成绩。

新东方是当代中国留学事业的坚强堡垒。帮助当代青年学生实现他们出国深造的梦想,是新东方的责任。兢兢业业地履行这个责任,已经造就了新东方一批名声远播的服务项目。过去几年中,新东方为广大学员推出的著名服务有美国签证咨询、美国留学咨询、加拿大发展咨询、留学申请写作辅导以及最近提出的留学人生设计等概念。这些大部分免费提供的服务,从各个角度为新东方学员的发展提供了最佳的技术保障,是学员们最大人生利益的忠实保护者。胡敏老师的雅思培训,继承了新东方“一切为学生着想、一切为学生服务”的传统,为新东方出国系列服务增添了一个新的品牌,值得广大雅思考生庆贺。

我愿意向所有需要考雅思的朋友们,热烈推荐胡敏老师主持的新东方雅思培训和他主编的这套雅思丛书。

2000年1月

前 言

IELTS(雅思)是到澳大利亚、新西兰、加拿大、英国等英联邦国家留学或移民必须参加的考试。1998 年年初加拿大大使馆调整方案,凡 IELTS 考试达 5 分者均优先入加。从 1999 年年初开始,许多申请移民到新西兰、澳大利亚、加拿大等国家的人收到通知要求参加此项考试,并将 IELTS 的考分作为审核移民资格的主要一项。

新东方学校自 1999 年年初开办雅思培训班以来,形成了一套使学生快速适应雅思考试、高效率提高考试成绩的方法。在培训中我们发现中国考生的表达能力,尤其是口头表达能力相对薄弱:一个看得懂、听得明白、花一点时间也能用文字形式组织起来的句子或段落,用口语形式即时表达却困难重重、错误百出。究其原因,不是因为语言的难度增加了,而是因为“听”和“读”只要求理解,不要求表达,属于“被动英语”范畴;“写”虽属于“主动英语”,要求表达,却没有即时性,考生可以在一定时间范围内构思、推敲、加工、修改;而“说”则要求考生在瞬间组织思路,进行正确、有效的表达,并与考官形成自然流畅的交流。因此,学生迫切需要提高针对雅思考试的即时口语表达能力。随着雅思考试的日益普及和考生人数的不断增加,作者感到迫切需要编写一本实用有效、操作性强的雅思口语辅导教材,以满足广大考生的需要。本书同时也是作者对雅思口语教学与测试深入研究和多年口语教学经验的结晶。

本书具有如下特点:

1. 权威性:

本书所有问答题和提示卡情景练习均由历次雅思考试面试真题汇编而成,答案经资深外籍语言专家严格审校,确保语言地道纯正,思路清晰,

便于借鉴。

2. 针对性:

本书针对雅思面试五个阶段的要求和特点分别总结出实用有效的常用表达法和应答思路,方便快捷,利于读者尽快进入实战状态。

3. 全面性:

本书选编的问答题和提示卡题材极为广泛,覆盖了面试中几乎所有可能涉及的话题和场景,包括个人信息、家庭情况、故乡介绍、教育背景、工作经历、风俗习惯、未来计划及衣、食、住、行等等中外生活话题。我们力争做到使读者一书在手,别无它求。

4. 时效性:

面试第四阶段除了要求考生谈论自己的未来计划外,还经常会涉及到当今社会的热门话题,考官可能会请你就一些经济、政治、社会、教育、环保等领域的国内外热点问题发表看法。为此,本书特意编写了一些针对当前时事的问答题和参考答案,使考生牢牢把握时代脉搏,不仅做到对答如流,而且还能触类旁通。

关于如何使用本教材作者有如下建议:

1. 认真阅读每个单元 Introduction、Requirements 和 Dos and Don'ts 部分,务必正确领会各阶段测试目的和可能涉及的内容。
2. 反复朗读各单元 Useful Expressions 和 Unit Nine 中各种功能表达句,不完整句可以根据自身内容造句,然后熟读。但一定注意发音正确,否则会事倍功半,达不到理想的效果。
3. 做练习时一定要不要看答案,要检验自己的真实水平,从错误中学习(Learn from mistakes.)
4. 在利用与本书配套的录音带进行口语训练时最理想的做法是只听录音并可同时跟读,暂时不看 Tapescript 中提供的文字材料,这样有助于提高语感和口语表达能力。
5. Unit Seven 中提供的 180 个问题可先根据自己的理解并结合自身具体情况回答一遍,最好录下自己的答案,然后再对照 Suggested Answers 里面建议性答案寻找线索,得到启发。需要注意的是:口语交流没有标准答案,你

的答案也许比书上的更好、更符合你的具体情况。

在本书编写过程中,作者有幸得到著名英语教学专家、新东方雅思培训首席主讲胡敏先生及资深外籍语言专家 Paul White(英)、Alison Wong(加)和 Daniel Dietrick(美)等的大力支持。在此一并表示真诚的感谢!

作 者

2000 年 2 月 25 日于北京

Contents

UNIT ONE Introduction to IELTS Speaking Module	(1)
I . A Brief Outline of the Speaking Module	(1)
II . Skills for the Speaking Module	(3)
UNIT TWO Phase 1: Introduction	(12)
I . Introduction	(12)
II . Requirements	(12)
III . Dos and Don' ts	(12)
IV . Useful Expressions	(13)
V . Exercises	(14)
VI . Answer Keys	(15)
UNIT THREE Phase 2: Extended Discourse	(17)
I . Introduction	(17)
II . Requirements	(17)
III . Dos and Don' ts	(18)
IV . Useful Expressions	(18)
V . Exercises	(19)
VI . Answer Keys	(24)
UNIT FOUR Phase 3: Elicitation	(29)
I . Introduction	(29)
II . Requirements	(29)
III . Dos and Don' ts	(30)
IV . Useful Expressions	(30)
V . Exercises	(35)
VI . Answer Keys	(39)

Ⅶ . Cue Cards for Role Play	(41)
Ⅷ . Possible Questions and Answers for Some Situations	(49)
UNIT FIVE Phase 4: Speculation and Attitudes	(98)
I . Introduction	(98)
II . Requirements	(99)
III . Dos and Don' ts	(99)
IV . Useful Expressions	(100)
V . Exercises	(104)
VI . Answer Keys	(107)
UNIT SIX Phase 5: Conclusion	(109)
I . Introduction	(109)
II . Requirements	(109)
III . Dos and Don' ts	(109)
IV . Useful Expressions	(110)
UNIT SEVEN Possible Questions From the Interviewer and	
Suggested Answers	(111)
I . Possible Questions	(111)
II . Suggested Answers	(121)
UNIT EIGHT Useful Words and Expressions for IELTS Speaking Test ...	(167)
UNIT NINE Oral Function Bank	(181)
UNIT TEN Sample Interview	(199)
UNIT ELEVEN Strategies for IELTS Speaking Test	(205)
Appendices	(221)
I . IELTS Application Form	(221)
II . Brief Introduction to IELTS	(223)

UNIT ONE

Introduction to IELTS Speaking Module

I .A Brief Outline of the Speaking Module (10 – 15 minutes)

Phase 1: Introduction

1 – 2 minutes

Exchange greetings

Check the candidate's identity

Settle the candidate down

Ask basic personal questions about candidate's life, town, etc.

Skills/Functions

- Using social formulae
- Providing personal information
- Providing general factual information

Phase 2: Extended Discourse

3 – 4 minutes

Encourage candidate to speak at length

Skills/Functions

- Providing general factual information
- Expressing likes and dislikes
- Giving directions and instructions
- Narrating events and sequences of events
- Explaining how something works or why something is the case

Topics

- | | |
|---------------------------------------|---|
| • Marriage ritual or wedding ceremony | • The teaching of Science/Arts in schools |
| • City life | • Family life |
| • Festivals | • Leisure interests |
| • Travel by air | • Tourism |

- Pollution
- Education systems
- Equipment in schools
- Industries and industrialization
- Style of architecture in the candidate's country
- Income, distribution of wealth and poverty

Phase 3: Elicitation

3 – 4 minutes

Get the candidate to elicit information using 'information gap' activities

Skills/Functions

- Eliciting general factual information
- Expressing needs, wants, likes and dislikes
- Eliciting information about objects, events and sequences of events
- Eliciting opinions, attitudes and values
- Eliciting explanation of how something works or why something is the case

Phase 4: Speculation and Attitudes

3 – 4 minutes

Encourage the candidate to speak about academic and vocational interest and talk about future plans

Skills/Functions

- Providing general personal and factual information
- Expressing needs, wants, likes and dislikes
- Expressing opinions, intentions, attitudes, moods, possibilities, values and emotions
- Describing and comparing objects, events and sequences of events
- Explaining how something works and why something is the case
- Speculating on future events and their consequences

Phase 5: Conclusion

1 minute

To round off the interview

Skills/Functions

- Using special formulae
- Saying farewell, thanking

II . Skills for the Speaking Module

Before the test begins, the examiner will check your identification. For security reasons you will be asked to bring your passport or some other photographic identification. You will be asked to sign your name, which will be matched up with the photograph and signature on your IELTS application form.

The test will then be conducted in five phases, which we will now describe in turn.

Phase 1: Introduction

In Phase 1, the examiner will first introduce himself or herself and will invite you to do the same. You may be asked some general questions about your background, family, home or personal interests.

SKILL Greeting the interviewer and introducing yourself.

Phrases you could use:

- 'Good afternoon. My name is (name) . '
- 'Hello, my name is (name) , but most of my friends call me (shortened version of name / nickname) . '

Think about questions that the examiner might ask about the personal information you provided on the application form. With a partner, take turns interviewing each other with questions based on this information. Try to give full and comprehensive answers to each question.

Phase 2: Extended Discourse

In Phase 2, the interviewer will encourage you to speak for a longer period of time on a familiar topic. You may be asked to speak on topics related to your country, such as customs or lifestyle, and your personal involvement with these. The aim of Phase 2 is to show the interviewer that you can describe something, tell a story, give information or directions or express your opinion without relying on the interviewer to help you through the task.

The idea is for you to talk and give as much information as you can. Do not sim-

ply answer 'yes' or 'no'. Remember, the interview should be like a conversation. Do not memorise responses. If you appear to be reciting from memory, the examiner will interrupt and ask a different question.

Before you begin preparing for Phase 2, you may wish to make a list of topics related to your country, culture, lifestyle, personal interests, etc. Once you have completed such a list, form questions that relate to each of the skills for this phase. Think about possible questions that could be asked.

With a speaking partner, practise interviewing and being interviewed. Try to give full and comprehensive answers to each question.

SKILL Providing general factual information.

Questions you may be asked:

- 'What are some important festivals in your country?'
- 'What kind of climate does your country have?'
- 'What are some of the main industries in your country?'

SKILL Expressing your opinions and attitudes.

Questions you may be asked:

- 'What do you enjoy about the traditional music of your country?'
- 'What do you think are the positive and negative aspects of your country's education system?'
- 'Would you prefer to live in the city or in the countryside and why?'

SKILL Describing a place, event or situation.

Questions you may be asked:

- 'Could you describe the village/town/city in which you grew up?'
- 'What happens during (*cultural event, such as Chinese New Year/Christmas*) in your country?'
- 'Could you tell me how you like to spend your leisure time?'

SKILL Comparing places, events or situations.

Questions you may be asked:

- ‘How is (*city where candidate is studying*) different from (*candidate’s home city*)?’
- ‘What is the difference between shopping in (*city where candidate is studying*) and shopping in (*candidate’s home city*)?’
- ‘What do you like most about living in (*country where candidate is studying*)? How does that compare with (*candidate’s home country*)?’

SKILL You should be able to give directions and instructions.

Questions you may be asked:

- ‘Could you tell me, in detail, how you got from your home to the test centre this morning?’
- ‘If I had to catch a train or bus in (*candidate’s home city*), what would I do?’
- ‘If I were to meet (*an important older person*) in your culture, how should I greet them to be polite and show respect?’

SKILL You should be able to retell a story or a sequence of events.

Questions you may be asked:

- ‘What happens in (*an important festival*) in your country?’
- ‘What is the most embarrassing thing that’s ever happened to you?’
- ‘What did you do when you were preparing to leave (*candidate’s home country*) to come to (*country of study*)?’

SKILL Explaining how or why something is done.

Questions you may be asked:

- ‘Why do people do that?’ (*referring to something just mentioned*)
- ‘Could you tell me more about the procedure involved in (*the topic under discussion*)?’
- ‘How do people celebrate the New Year in (*candidate’s country*)?’

Phase 3: Elicitation

In Phase 3, the interviewer wants to ascertain how competent you are at gaining

099241

information on a given topic.

You will be given a card. On this card will be written a brief outline of a particular situation. The card will state your role and the role of the interviewer. You need to ask questions to find out more information. The card will suggest things for you to ask but these are only given to you as a guide. Do not feel compelled to follow these suggestions if you have ideas of your own.

You are responsible for starting the conversation and, to some degree, developing and directing the flow of dialogue.

To prepare for Phase 3, select one of the exercises from the Practice work cards below. Practise asking questions with a partner.

TRIP FOR OVERSEAS STUDENTS

You have been invited by your university to attend a special overnight excursion. The interviewer is the Student Activities Coordinator. Ask him or her for details about the trip.

FIND OUT ABOUT:

date
transport
accommodation
cost
clothing
food
activities
registration

PUBLIC TRANSPORT INFORMATION

You have just arrived in a new city and need to find out about the public transport system. The interviewer is a Public Transport Information Officer. Ask him or her for details about using the system.

FIND OUT ABOUT:

types of public transport
where to buy tickets
fares
student discounts
timetables/frequency
operating hours