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Speaking Guide

IELTS

金榜 雅思

口语指南

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第一章 IELTS 口试说明

雅思(IELTS)口语考试说明

IELTS 口试非常注重考生的语言交际能力,口试中主要看考生能否顺利而准确地用英语进行交流,评分时流利程度和语言的准确性被视为最重要的评分依据。IELTS 口试大约 10~15 分钟,共分四部分。

Part 1: Introductions and greetings, basic questions about the candidate.
(约 1~2 分钟)

该部分为一般性对话,考官提问,考生回答。内容主要是考生的基本情况,如姓名、出生地、家庭、工作等。

Part 2: Questions about general topics.
(约 3~4 分钟)

该部分是对第一部分某个话题的引申。在第一部分对话的基础上,考官要求考生对某一事件发表看法,或详细描述某一事物。该部分涉及的内容广泛,主要为中国文化、教育、习俗、改革等,如:考生的家庭及婚姻、传统婚礼、计划生育政策、妇女地位,考生的工作内容、工作经历,考生的教育背景、专业、学位,学校生活、学校教学设备、教育改革,考生的家乡及其变化、或与另一城市相比较之区别,城市生活、城市的变化、中国传统节日及庆祝方式,旅游方式,业余爱好,某一项体育运动的规则,经济改革中的变化,就业、失业问题,近期在中国和世界发生的重大事件等等。

第二部分要求考生能就某一问题连续不间断地发表自己的看法,以显示自己的语言表达能力,因此回答考官的问题时,不能只给简短的回答或只说一两句话,应尽量扩展。因为 IELTS 考试是考考生的语言表达能力,不是考知识,即使自己对某个问题了解不多,不能给考官一个满意的回答,也应该能用英语表达出这一点。在口试中不要长时间停顿。

： The candidate asks the interviewer questions based on a task.

(约 3 ~ 4 分钟)

该部分是考生提问,考官回答。考生抽取一张提示卡(cue card),并根据卡上的假定情况进行询问。考生应用得体的语气、词汇及不同的形式提出各种问题。考生首先要正确理解提示卡上的情景和自己将要扮演的角色。提示卡上的情景大部分是考生去某个国家后需要解决的问题和需要了解的情况,如找房子,加入学生联合会,了解大学的福利、医疗制度,了解如何使用图书馆,参加欢迎新同学的联欢会,购买二手车等等。

： Future plan.

(约 3 ~ 4 分钟)

该部分为考官提问,考生回答。要求考生谈近期和长远计划,如何时出国学习,准备读什么专业,有何具体学习或科研计划,去国外学习对将来工作会带来什么益处;为何打算移民他国,有何近期和长远计划,准备去何城市,可能会遇到什么问题,如何解决等等。

在口试结束时,要向考官表示感谢,并说再见,如:

“Thank you very much for your time. I enjoyed talking with you. Goodbye.”

在 IELTS 口试中,考生说话的时间比例至少要占 75% ~ 80%。因此考生在口试中应积极主动,回答问题时不要只说“Yes”或“No”,或太简短,要尽量扩展。在谈论某个问题时,应用简单的语言去解释复杂的概念和专业词汇,说错了可以改正。口试中应尽量避免太长或太多的停顿。

在口试中给考官的印象很重要。考生要自然、大方,着装要得体,谈话时要用正常语速和音量。考试中应注意身体语言,要坐正,坐直,正视考官,面带微笑,双手不要有过多的手势。

口试结束后,说完感谢和再见即可离场,不要向考官问你的成绩。

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
- City life
- Festivals
- Travel by air
- Pollution
- Education systems
- Equipment in schools
- The teaching of science / arts in schools
- Family life
- Leisure interests
- Tourism
- 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 one by one.



Phase 1: Introduction

In Phase 1, the examiner will first introduce himself or herself and then 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 for you is to talk and give as much information as you can. Do not simply answer ‘yes’ or ‘no’. Remember, the interview should be like a conversation. Do not memorize 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, practice 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 do you enjoy about the traditional music of 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 politely and respectfully?”

SKILL You should be able to retell a story or the 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 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 it is 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. Practice 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 Activity 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

STUDENT IDENTITY CARD

You have just enrolled as an overseas student and need to apply for your student identity card. The interviewer works at the Student Resource Centre. Ask him or her about getting and using the card.

FIND OUT ABOUT:

applying for the card
fees
waiting period
where to use the card
student discounts
card renewal
what to do when the card is lost

SPORTS FACILITIES

You are a new student on campus and want to find out about the sporting facilities there. The interviewer is the Sports Service Officer. Ask him or her for information about facilities and services.

FIND OUT ABOUT:

types of sports facilities
rules and regulations
borrowing equipment
sports teams
membership fees
student sports shop
opening hours
changing-room facilities

Phase 4: Speculation and Attitudes

In Phase 4, the interviewer will converse with you in greater depth on a particular topic. Topics that may be discussed include your plans for the immediate and long-term future and the impact that these may have on you and your family. Your opinion about attitudes and reasons for your particular future plans may also be discussed.

The interviewer may not understand or agree with some of your responses. You may be asked to expand or elaborate on some points that you have made, so be prepared for such a response. Being prepared, however, never means memorizing set responses.

During Phase 4, the interviewer will make the discussion more complex. He or she may refer to other comments you have previously made, so you may have to defend your opinion or give a more detailed explanation of the idea you have already mentioned.

Before you begin preparing for Phase 4, you may wish to make a list of your future plans under the headings of academy, profession, personal and possible consequences of these plans. Also, make a list of topics that relate to your personal interests in life as well as a wider range of topics relating to your country, profession and specific area of study.

SKILL Discussing your future plans.

Questions you may be asked:

- “Tell me what you plan to do when you finish your undergraduate studies.”
- “Have you thought about which university you would like to study at and why?”
- “How did you come to choose (*a chosen area of study*)?”
- “Would you ever like to have your own business? Why or why not?”

Here are some key phrases you could use:

In the future	I hope to I would like to	successfully complete	a foundation course . a master 's degree .
In a few years	I intend to I 'm planning to	graduate from study at	the University of Riversdale . Astoria College .
In two years	what I have in mind is to	major in study explore the area of	psychology . international trade . marketing .
Within three years	I imagine I will	receive complete	a BA . an MA . an MBA . a Ph. D

SKILL Expressing your feelings, opinions and attitudes.

Questions you may be asked:

- “What are your thoughts about (*controversial issue*)?”
- “How would you feel if (*a controversial issue*) were to happen in the next three or four years?”
- “You seem to support (*a controversial viewpoint*) . Why is this?”
- “Have you ever had to choose between (X) and (Y)? How did you make this decision? How did you feel as a result of your choice?”

SKILL Explaining why you made certain decisions in the past and giving reasons for your plans for the future.

Questions you may be asked:

- “How did you know that you wanted to become a (*candidate 's choice of profession*)?”
- “When did you decide to study overseas? What influenced you to make this decision?”

- “Why have you decided to study (*candidate’s choice of study*)? How will this help your future career?”

SKILL Expressing agreement and disagreement.

Questions you may be asked:

- “I agree with you to a point on this matter, but could you expand on it a little more, please?”
- “I’m not quite convinced by what you are saying. Could you develop your idea more for me, please?”
- “I’m sorry I don’t quite understand what you are trying to say. Could you put it another way, please?”

Phrases you could use when agreeing:

- “Well, of course Naturally . . . I couldn’t agree more”

Phrases you could use when disagreeing:

- “I’m sorry. I can’t agree with you I don’t really think so”
- “That may be so but Unfortunately, I have a different point of view.”

SKILL Discussing hypothetical situations and speculating on future events.

Questions you may be asked:

- “How do you think having a degree from an overseas university is going to help your job prospects when you return to (*candidate’s home country*)?”
- “Do you think that the time spent studying in a foreign country is going to benefit you personally? If so, in what ways?”
- “How do you think your country benefits when students return from studying abroad?”

SKILL Following and responding to changes in tone and direction in the interview.

Questions you may be asked:

- “Do you have any regrets about choosing (*candidate’s choice of profession*) or (*candidate’s choice of country in which to study*)?”
- “If you could repeat the last year of your life, what would you do differently?”
- “What advice would you give other students planning on (*studying overseas*)?”

Phase 5: Conclusion

This is the final section of the assessment and will naturally follow on from Phase 4. The interviewer will let you know that the interview has come to an end, wish you good luck and say goodbye.

You can prepare yourself for this phase by becoming familiar with common expressions of leave-taking, noting them and practising responses to them.

SKILL Noting that the interview is finishing and saying thank you (with a smile!).

Phrases you could use:

- "Could I ask you to speak more loudly please?"
- "Sorry but I didn't catch that. Would you please repeat what you just said?"
- "I'm not quite sure what you mean. Could you explain it to me?"

Coping with the interview

There may be times in the interview when you may not understand what the examiner is saying because he or she may be speaking too soft or too quickly. Perhaps the examiner may be using words or phrases you do not know. At these times, do not be afraid to assert yourself. Ask the examiner to speak more loudly, more slowly or to use other words. Also, do not hesitate to ask the examiner to repeat his or her words at any time.

Phrases you could use:

- "Could I ask you to speak more loudly please?"
- "Sorry but I didn't catch that. Would you please repeat what you just said?"
- "I'm not quite sure what you mean. Could you explain it to me?"

雅思(IELTS)口语应试策略

一、总体简介

1. 简介:

考试形式:考生与考官一对一、面对面交谈。可分为五个阶段:

- (1) 寒暄和一般性对话
- (2) 就某一话题的展开
- (3) 根据提示卡(Cue card)进行角色扮演
- (4) 谈论未来计划
- (5) 告别

考试时间:10~15分钟,但考官可能根据不同考生的表现适当延长或缩短。

- 考试特点:**
- (1) IELTS 各项考试中惟一以考生与考官面对面直接交流的形式进行的测试,主观因素较大,非语言交流(nonverbal communication)对成绩有一定影响。
 - (2) 不以知识(包括语言知识和一般常识)为主要考点,而侧重考生用英文表达和交流的流利程度。
 - (3) 虽然时间不长(10~15分钟),但与其他各项占相同比重,均为9分制。
 - (4) 考试难度从第一阶段到第四阶段逐渐加大,第五阶段最容易。

考试目的:测试考生在英语环境下日常生活情景中的语言交际能力。

2. 评分标准:

- 9分 **专家级:**充分地掌握了实际运用语言的能力,恰当、准确、流利,而且理解透彻。
- 8分 **优秀级:**充分地掌握了实际运用语言的能力,只偶尔地、局部地出现表达不准确、不恰当的情况。遇到不常见的场景有时有理解错误。能处理好复杂详细的论证。
- 7分 **良好级:**掌握了实际运用语言的能力,在某些场景中偶尔表达不准确、不恰当和理解不当。总体上能处理好复杂的语言,理解详细的推论。
- 6分 **熟练级:**尽管有一些不准确、不恰当和理解错误,总体上仍能进行有效的表达。在常见的场景中,能使用和理解相当复杂的语言。