

全国公共英语等级考试辅导丛书

最新 PETS 应试指导

口语

于勇◎主编

Oral Test

五级



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※ 全国公共英语等级考试辅导丛书

最新 PETS 应试指导——口语

(五级)

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序

PETS

FMS

DETS

3. 适用性强一点拨解题思路与策略,设计逼真试题,达到自测目的。

如果书是为需求者而写,而不是为稿费和评职浪费笔墨,那么这部书里一定有闪光的东西供读者挖掘和享用。作为本系列丛书绪论的作者和沈阳师范大学外国语学院院长,我目睹和经历了本系列丛书创作的全部过程。诚实地讲,本系列丛书的创作过程实际上是一个经过6个循环的教学过程,这六个循环教学过程历时3年。在3年的时间里,我们为辽宁省“百千万”人才工程共培训了6期学员,同时也编写出6套培训教材。本系列丛书就是这6套教材的浓缩。本系列丛书的最大特色是:它是从成年学习者学习英语的特点的角度编写的,所以其内容和练习都是渐进的和可自测的,既有应试的真实内容,又有“百科知识”的风趣。

写过书的人都有这样的一种经历,每写完一部书,在内心里就会产生一种难以言状的空虚与遗憾。我们也是一样的,我们这种复杂的心理来自作者的责任感和对读者的期望,因为我们不知道本系列丛书是否都能将读者送到其理想的彼岸。可是,我们知道,尽管我们留在时间沙滩上的脚印可能有些歪斜,但是在我们前面是没有相似脚印的。

沈阳师范大学外国语学院院长

范革新

2002年6月

总

序

前

言

1999年,PETS 五级考试正式代替了公派出国留学人员外语水平考试(WSK)的英语水平测试(EPT),标志着我国英语水平考试向交际化语言测试迈进了一大步。而五级的口试以全新的形式对所有考生提出了挑战。在长期的考试和培训过程中,作者发现考生中存在很多问题,而现有的 PETS 五级辅导丛书几乎都没有能够为考生提供口试方面的指导和帮助。为了满足广大考生的需要,我们编写了这本《最新 PETS 应试指导——口语(五级)》。

本书共分为五部分:口语考试简介与样题解析、自我介绍、讨论、口头作文和全真模拟试题及参考答案。

第一部分是有关 PETS 五级口试的简介,旨在帮助考生了解五级口试的内容、形式和评分标准。第二、三、四部分分别对应口试的 A、B、C 三节。在第二部分,作者从家乡、教育、职业、家庭等方面细致地分析了口语考试中常见的试题及应答策略,提供了大量的相关信息,供考生根据个人情况进行选择。第三部分为讨论。该部分按考试的流程,针对如何开始讨论、如何轮换话题、如何保持对话进行等策略进行了详细的讲解。此外,还对一些有代表性的话题和答题范例进行了分析。第四部分为口头作文。该部分首先将命题类型进行了系统的归纳和总结,然后提出了怎样起草大纲、怎样提问、怎样回答问题等应试策略,并通过样题分析,有效地帮助考生进行流畅、连续的表达。第五部分包括 10 套全真模拟试题及答案,以便帮助读者进行阶段性的自测。

本书的作者长期从事 PETS 五级口语的考试和培训,充分了解考生普遍存在的问题和需要,积累了丰富的经验。因此,本书的内容针对性强,贴近考生的实际水平。如果考生按照书中的建议认真准备,口语表达的水平 and 口试成绩一定会有可观的提高。

由于时间有限,书中难免会有疏漏。作者在恳请读者宽谅的同时真诚地希望读者能将您的宝贵意见和口语方面存在的问题反馈给我们,以便我们进一步完善此书,使更多的读者受益。我们的电子邮件地址是:

petsspeakingxyz@hotmail.com

Tasha Lindley 女士对本书的英文部分进行了审校,特此表示感谢。

编者

2002 年 6 月





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第 I 部分

口语考试简介与样题解析

PETS 五级的口语考试采用两名口试教师对两名考生的形式,其中一名考官主持考试,随时与考生交谈并评分;另一名考官不参与交谈,专事评分。专事评分的教师所给分数的权重占考生口试成绩的三分之二,主持口试的教师所给分数的权重占考生口试成绩的三分之一。

口语考试的结构

PETS 五级口试分为 A、B、C 三节,测试考生英语口语的交际能力。

A 节 (Part A):自我介绍,考查考生理解一般性问题并能恰当回答这些问题的能力。考官会就一些与考生个人有关的生活、工作、学习等方面话题进行提问,鼓励考生介绍自己的个人情况。考官可能会结束提问一名考生后,再提问另一位;也可能对两名考生进行轮流提问。该节的时间为 2 分钟。

B 节 (Part B):话题讨论,考查考生用英语进行交流的能力。该节的形式有解决问题、排序、角色扮演、讨论、决策或就两个完全相反的观点阐述自己的观点。两名考生就信息卡所提供的话题表达、交流各自的观点。考官不参与这部分讨论。该节的时间为 5 分钟。

C 节 (Part C):口头作文,考查考生连续表达的能力。考生分别从所给的三个话题中选择一个话题进行连续表达 2 分钟,然后就此话题互相提问、回答。该节的时间为 8

分钟。

PETS 五级口试试卷结构如下表所示:

节	时间	形式	为考生提供的信息	考查要点	考生需提供的信息	分数
A	2	□试教师与考生对话	□试教师提问	互动技能和有效交流	回答问题,提供个人信息	5
B	5	两考生讨论	信息卡(文字或图片)		就所给信息表达并讨论	
C	8	考生连续表达并互相问答	信息卡(文字或图片)		就所给信息连续表达并讨论	

评分标准

在口试的过程中,口试教师依照评分标准进行评分,而不是对两考生的口试情况作任何比较。口试教师依照口试各节的全部考查内容对考生进行口语评价,而不依照其中的某一部分独立评分。

五级口试共有 5 项评分标准:4 项是分项的,1 项是总体的。不参与交谈的口试教师依照分项评分标准,从以下四个方面评价考生的口语能力:

语法与词汇

根据考生使用句法或词汇的恰当和准确性评分。要求五级考生能熟练运用语法知识和丰富的词汇进行表达。

话语运用

根据考生话语的条理性和连贯性评分。要求五级考生具有较强的语言运用能力,能够连贯地传递信息,阐述观点等。允许存在个别的不连贯之处。

语音语调

根据考生为完成口试任务所产出语言的可理解程度评分。其中包括单音的清晰度、连贯以及重音、节奏、语调运用的恰当程度。只要不对理解造成影响,允许考生在口语表达中带有母语口音。

互动交际

根据考生相互交流、完成任务的情况进行评分。要求考生能恰当地进行应答和导入话题。其中包括使用功能性语言和方法维持交流或进行补救。两考生能较自如地进行交替式对话并能主动地展开话题。允许有个别的停顿。

口试成绩以 5 分计,3 分以上为合格。五个分数段评分标准如下图所示:

	0	1	2	3	4	5
语法与词汇		<ul style="list-style-type: none"> ● 由于语法错误,影响口试任务的完成。 ● 所用词汇有限,不恰当。 		<ul style="list-style-type: none"> ● 所用语法基本正确,尽管在使用复杂结构时出现一些错误。 ● 所用词汇基本恰当,较丰富,但是可能在谈论复杂的题目时不得不借助于简单的词汇。 		<ul style="list-style-type: none"> ● 语法正确,但在使用复杂结构时会出现一些小错。 ● 用词恰当、丰富。
话语运用		<ul style="list-style-type: none"> ● 所用语言知识不足以完成所规定的任务。 ● 产出话语有限,不恰当,缺乏连贯性。 		<ul style="list-style-type: none"> ● 使用恰当的语言知识完成本级所要求的任务。 ● 能够展开话题,话语基本连贯、恰当。 		<ul style="list-style-type: none"> ● 使用丰富的语言知识完整而有效地完成所要求的任务。 ● 能够恰当地展开话题,且流畅连贯。
语音语调		<ul style="list-style-type: none"> ● 发音不正确而且有些话语不易理解。 ● 母语口音给对方造成困难。 		<ul style="list-style-type: none"> ● 单词发音较清晰。 ● 重音、节奏和语调较恰当。 ● 母语口音明显但是多数话语易于理解。 		<ul style="list-style-type: none"> ● 较好地掌握发音和韵律特征。 ● 带有母语口音但是话语易于理解。
互动交际		<ul style="list-style-type: none"> ● 不能有效地进行交流。 ● 时常停顿,需要他人极大的耐心。 ● 时常需要提示和帮助。 		<ul style="list-style-type: none"> ● 能够进行交流。 ● 能有意识地、适时地在产出和接受之间进行转换。 ● 能够应答并导入话题。 ● 时有停顿。 		<ul style="list-style-type: none"> ● 能够完整而有效地进行交流。 ● 能轻松自如地在产出和接受之间进行转换。 ● 能够主动而恰当地应答并导入话题。

参与交谈的口试教师依照总体评分标准评分,即根据考生完成各部分口试任务的整体情况,给每个考生一个整体印象分。总体评分标准如下:

0	1	2	3	4	5
	<ul style="list-style-type: none"> ● 交流中断,需要给以进一步的指导或帮助。 ● 语言表达有限,不连贯,不准确。不正确的发音可能给对方造成困难。 		<ul style="list-style-type: none"> ● 主动进行交流,语言表达连贯流畅。 ● 所用语法基本准确,几乎不给对方造成理解困难。 		<ul style="list-style-type: none"> ● 轻松主动地进行交流,语言表达连贯流畅、恰当。 ● 几乎没有语法错误。 ● 用词广泛,语言表达易于理解。

样题及解析

下面就 PETS 五级大纲口试样题做一解析,以便大家了解口试的整个过程。

Part A: Self-introduction (2 minutes)

Examiner: *Good morning. Can I have your marksheets, please? Thank you. My name is ... and this is my colleague ...*

He/she is not going to talk to you, but he/she is just going to listen to us.

So your name is ... and ...? Thank you.

First of all, we'd like to know something about yourself, so I'm going to ask you some questions about yourselves. (Begin with Candidate A, then move on to Candidate B) Now ... (say the name of the candidate and ask questions)

Hometown

Where are you from?

How long have you lived there?

How does your hometown compare with ... (place where the candidate is currently living)?

Family

What about your family?

Could you tell us something about your family?

Work/study

What do you do in ... (the candidate's hometown), do you work or study?

(If the candidate already working)

What does your work involve?

Is your job something you had always wanted to do?

How long do you think you will stay in this job?

(If the candidate still at school, college or university)

What are your favorite subjects at school? What exactly are you studying ?

What type of work are you hoping to do in the future?

What qualifications will you need to do that?

Part B: Collaboration (5 minutes)

Topic: Regional Poverty

Examiner: *Now, ... (say the names of Candidate A and Candidate B) here is a list of causes for regional poverty. (Hand out the list to the candidates and let them read it through.) What do you think are the main causes of regional poverty? I'd like each of you to choose three from the list and tell each other why. If you hold different opinions you may argue and you may also add your own ideas that are not listed here. You just talk to each other and I won't join you. You have 5 minutes.*

All right. Would you begin? (The examiner may sit back and intervene only when necessary.)

Causes of Regional Poverty:

- Lack of natural resources
- Disorganization of the economy
- Out-of-date conventions
- Climate
- Geographical position
- Poor leadership
- Overpopulation
- Lack of education

Part C: Presentation (8 minutes)

Examiner: *Now, in this part of the test I'm going to give each of you a list of three different topics. I'd like you to select one of the topics and give a short presentation of about 2 minutes.*

When (say the name of Candidate A) has finished talking, I'd like you, (say the name of Candidate B), to ask him/her one or two questions. You may make notes while you are preparing and take notes while the other per-

son is talking.

All right? Here are your topics.

(Hand over the Topic card, A & B. and some blank paper and a pencil to each candidate.)

Now you have 2 minutes to prepare.

All right. Now (say the name of Candidate A), would you begin by telling us which topic you have chosen and then give your presentation, please?

(When Candidate A finishes)

Thank you. Now, (say the name of Candidate B), would you like to ask (say the name of Candidate A) some questions? (Allow a maximum of 2 questions by Candidate B, followed by one more question by the examiner)

Now, (say the name of Candidate B), would you begin by telling us which topic you have chosen and then give your presentation, please?

Thank you. Now, (say the name of Candidate A), would you like to ask (say the name of Candidate B) some questions? (Allow a maximum of 2 questions by Candidate B, followed by one more question by the examiner)

Thank you. This is the end of the test.

Topic Card

A

a Health ⇒	What is the relationship between health and personal wealth?
b Hobbies ⇒	How can we use hobbies for pleasure or relaxation?
c Pollution ⇒	What are the main causes of pollution?

B

a Discipline ⇒	How do you deal with the relation between order and your personal interests?
b Lifestyle ⇒	What are the differences in lifestyle between you and your parents?
c Environment ⇒	What is the relationship between man and environment?

注:样题试卷中斜体字和括号内的部分为口试教师的话和活动,考生的信息卡上没有。

► 答题范例

Part A Self-introduction(2 minutes)

Examiner: *Good morning. Can I have your marksheets, please? Thank you. My name is Guo Hong and this is my colleague Xu Qian. she is not going to talk to you, but she is just going to listen to us.*

So your name is (say Candidate A's name) and (Candidate B's name)? Thank you.

First of all, we'd like to know something about yourself, so I'm going to ask you some questions about yourselves. (say Candidate A's name), Where are you from?

Candidate A: *I'm from Shenyang.*

Examiner: *How long did you live there?*

Candidate A: *I lived there for 18 years until I went to university in Beijing.*

Examiner: *What is it like living there?*

Candidate A: *It is a very nice city to live in, with well-developed transportation system, many famous universities and schools, big companies, hospitals, big shopping centers and hotels, etc.*

Examiner: *What about you (say the name of Candidate B)? Where are you from?*

Candidate B: *I'm from Dalian. I've been living there since I was born.*

Examiner: *How does it compare with Shenyang? Which one do you like better?*

Candidate B: *I like my hometown better. I like its mild weather, its hospitable resident, its beautiful scenery and buildings. Many changes have taken place in the past few years, which give Dalian a completely new look. I'm proud of it.*

Examiner: *What do you do in Dalian? Do you work or study?*

Candidate B: *I am studying. I'm a student of Northeast University of Finance and Economics.*

► A 节解析

该节通常涉及有关考生几个个人方面的信息。由于时间的限制,考官一般会在不同的领域选择几个问题,与考生进行交流。在上面的范例中,考官问了考生 A 有关家乡的三个问题,然后接着问了考生 B 两个类似的问题和有关工作方面的问题。完成该节任务时,考生需要认真听考官的问题(有时口试教师也许会以不同的方式来提问同样的问题),然后主动、清楚地回答问题。虽然是口语考试,但建议考生不要用过于简单的话回答。例如,口试教师提问,“Where are you from?”考生不要简单地回答,“I'm from Dalian.”应该主动提供完整的信息,比如,“I'm from Dalian. I've been living there since I was born. It's a beautiful seaside city.”顺利地完成任务需要考生考前做充分准备,尽可能熟悉涉及个人信息的内容和词汇。

Part B: Collaboration (5 minutes)

Examiner: *Thank you. Now here is a list of factors that cause regional poverty. What do you think are the main causes of regional poverty? I'd like each of you to choose three from the list and tell each other why. If you hold different opinions, you may argue. You may also add your own ideas that are not listed here.*

All right. Would you begin now?

Candidate B: OK. In the past years China has seen a rapid economic development. However, there are still a lot of places that are considerably poor. What do you think causes the poverty in these regions?

Candidate A: Well, in my opinion, the main cause is geographical position. Most of the developed regions are located along the coast, while many poor regions are in the remote and inland areas separated by geographical barriers such as mountains, highlands, rivers or deserts. Due to the poor transportation in these areas, the local products cannot be transported to other places, and information exchange is usually delayed, thus, resulting in slow development. What is your position here?

Candidate B: I cannot deny that geographical location is one of the factors that affect the development of the local economy. But I believe regional poverty results more from poor leadership rather than from location.

Candidate A: Why is that?

Candidate B: Because some cases indicate that even in the remote areas, it is possible for people to become rich. The leaders there build highways, invite technical staff and set up night classes, introducing new information and successful experience to the local people. With their help, some villages and counties have already got rid of poverty. So we can conclude that good leadership can help the local economy develop, and vice versa.

Candidate A: I agree with you. I think a lot of causes are interrelated with one another. For example, geographical location—lack of education—poor leadership, etc. Because of the location, it is isolated from other places. Then few people would like to go to or go back to the place to work. Then the education is poor. And then comes poor leadership due to the restriction of both natural and human resources.

Candidate B: You're right. So the three main causes of regional poverty are poor leader-

ship, poor education and geographical location.

Candidate A: You can say that again.

► B 节解析

这是一个原因型的讨论题,题中供考生选择的内容包括自然资源、经济的组织管理、气候、传统观念、政策、人口、教育和地理位置等等一系列可能影响到地区经济发展的因素。在讨论原因类的话题时,一般可以将原因分为两大类,即组织管理、观念、领导、教育等主观因素和自然资源、气候、地理位置和人口等客观因素。导致问题的原因通常主客观均有。考生在读题时,要对能够引起共鸣或能联想到具体事例的选项格外注意。比如,自然资源的缺乏或人口过多可能是影响经济发展的原因之一,但有很多像上海、日本这些自然资源缺乏、人口稠密的地区的经济往往很发达。而这些地区的经济发展主要得力于交通便利,人们的思想开放、活跃,教育水平也比较高。这样看来,地理位置应该是影响地区经济发展的主要原因之一。有了这样的思路,就可以比较顺利地进行讨论了。

在上述范例中,考生 A 先提出地理位置为主要原因之一,然后考生 B 提出了不同的意见,A 没有急于表示反对或赞同,而是要求 B 解释理由。听完 B 的解释后,A 认为两人的观点并没有根本的冲突,所以提出有些原因是相互制约、共同作用的。B 没有反对,并做了一个简单的总结。至此,该节的任务基本完成。其实,读者可以看出,两位考生的意见实际上有分歧,但如果两人各自坚持自己的看法,就某一点争执不休,恐怕这一部分的任务就很难完成了。

Part C: Presentation (8 minutes)

Examiner: *All right. Now, let's move to the third part. In this part of the test I'm going to give each of you a list of three different topics. I'd like you to select one of the topics and give a short presentation of about 2 minutes. When (say the name of Candidate A) has finished talking, I'd like you, (say the name of Candidate B), to ask him/her one or two questions. You may make notes while you are preparing and take notes while the other person is talking.*

Now you'll have 2 minutes to prepare.

All right. Now (say the name of Candidate A), would you begin by telling us which topic you have chosen and then give your presentation, please?

Candidate A: OK. The topic I chose is "hobbies—how can we use hobbies for pleasure or relaxation?" Hobby is like a friend. Some hobbies can bring you pleasure and happiness while other hobbies can cause a lot of troubles. Therefore, in order to use hobbies for pleasure or relaxation, we first of all need to develop good hobbies, such as listening to music, doing physical exercises, and collecting stamps. These hobbies can enrich your life with meaningful knowledge and fun. For example, listening to music can not only entertain your ears and mind, but can also enhance a high taste for