

IELTS

口语

分题型分话题特训

潘纯 惠玉◎主编



中国出版集团公司
现代教育出版社

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IELTS 口语分题型分话题特训

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郑重声明

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本书作者潘纯、惠玉主编的《IELTS 口语分题型分话题特训》等系列图书因其独特的方法讲解及高质量的编写而深受考生欢迎。

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2016年11月

随着全球化趋势的日益增强和国际教育合作的繁荣,全球出国留学人数不断增加。中国已经成为世界第一大留学生输出国。出国留学为未来的职业规划和人生选择提供了更多的机遇;而出国深造必须通过语言关卡。作为语言类的标志性考试,雅思考试(国际英语语言测试系统)就是对英语能力的测试,分为口语、听力、阅读和写作四大板块,每一板块最高分为9分。

本书针对中国英语学习者长期适应应试教育的思维模式以及口语相对薄弱的现状,着力对雅思口语考试进行了深入解读,从介绍雅思口语考试每一部分的题型、特点、评分标准到解构其答题技巧并给出示范答案,旨在帮助考生轻松应考,实现雅思口语考试新的飞跃。本书一共分为六章,第一章主要介绍雅思口语考试的题型和评分标准以及应试策略,帮助考生从宏观上把握口语考试的形式。第二、三、四章分别详细介绍了雅思口语 Part I、Part II 和 Part III 的备考攻略,不仅有历年真题的常见问题和参考回答,为考生提供专业规范的模板,还根据常考话题进行分类,并针对常考题目进行答题技巧点拨,还列出了常用句型,使得考生能够举一反三,将同类型的话题都收入囊中,以便考生在真实的口语考试中也能够随机应变、灵活运用。第五章则是根据雅思口语考试最新动向编写的三套模拟测试卷。第六章则是雅思口语考试三个部分的常用语汇总,进一步帮助考生熟悉口语考试常用词汇及短语,扩大语汇储备,更加轻松应考。

本书的优势在于:1. 结构清晰,首先介绍了雅思口语考试的题型、特点和应试策略,接下来详细解析口语考试每一部分的攻略,做到有的放矢,逐步攻破。2. 第六章是对雅思口语核心语汇的总结和归类,尤其是根据每一部分的话题将语汇进行分类,方便考生查阅和参考。3. 每一部分话题分类后,分别给出了常考话题的答案模板,并附有高分回答技巧点拨和常用句型总结。4. 本书实用性强,方便考生参看和借鉴。

本书由湖北商贸学院外语系教师潘纯、惠玉担任主编,雅思教育从业者徐博雅和武汉大学外语系研究生黄芳芳担任副主编。潘纯负责编写了第一章,第

二章(1-4节),第六章的内容;惠玉负责编写了第三章、第四章的内容;徐博雅负责编写第五章的内容;黄芳芳负责编写第二章(第5节)的内容。

本书在编写过程中参考了国内一些同类著作,在此特向有关作者致谢!

编 者

2016年11月

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第一章

雅思口语特点

第一节 考试内容

在口语考试中,您将与雅思考官进行面对面的交谈。考试形式为互动式,并尽可能接近日常生活中的对话场景。

口语考试时间为 11—14 分钟,共分为三部分。

第一部分 您需要回答与自身或者家庭情况相关的问题。

第二部分 您需要就一个话题进行讲述。

第三部分 您需要就第二部分中的话题展开深入讨论。

第二节 题型分类

Part I Introduction and Interview (4-5 minutes) (个人情况介绍)

The examiner interviews the candidate using verbal questions chosen from familiar topic frames. The candidate is supposed to be ready to introduce himself/herself, to talk about the following topics, such as his/her family or hometown, his/her studies or work, his/her interests or hobbies, his/her journey, and daily magazines or newspapers.

进入考场后,考生和考官相互问候,考官从模板中选择相关的熟悉话题口头测试考生。考生应该准备做自我介绍,谈论一些常规话题,如:家庭或家乡情

况、学习或工作、兴趣爱好、旅游,以及和杂志报纸相关的话题。

例如:

Part I Possible Topic

Your name, family

Your name: who gave your name, any special meaning, etc.

Your family: family members, location, etc.

Your studies and work

Studies: subjects studied, the reason why you are studying them, the subjects that you like and dislike, what qualifications you will gain, etc.

Work: the reason why you choose this work, responsibilities and territories it involves, things you like and dislike about it, etc.

Part II Individual Long Turn (3-4 minutes; 1 minute preparation time) (独立说明问题)

The examiner asks the candidate to speak for 1-2 minutes on a particular topic based on a candidate task card and content-focused hints. The examiner asks one or two questions to end the long turn. The candidate has one minute to prepare and make notes. The candidate is supposed to be ready to describe people, objects, places, events or culture, to compare or contrast.

考官要求考生对一个特定话题说1到2分钟,这个特定话题是基于考生答题卡上的相关信息,且考生要根据提示卡上的内容来回答。考官在话题结束时问1到2个问题来收尾。在这一部分口语考试时,考生会有一分钟的准备时间,也可以在纸上写一些提示。卡片的内容包括描述人、物、地点、事件或文化、作比较。

例如:

Part II Possible Topic Card

Describe your favorite activity

You should say:

what your favorite activity is,

when you began this activity,

how you did that,

and explain why you like this activity most.

Part III Two-way Discussion (4-5 minutes) (双向讨论)

The examiner invites the candidate to take part in discussion of more abstract issues linked to the topic in Part II. The candidate is supposed to listen carefully and respond appropriately, to express opinions and preferences and give specific reasons.

考官邀请考生参与讨论一些更加抽象的问题,这些问题和口语考试的第二部分话题的主题相关。考生一定要听清楚问题,正确表达自己的观点以及选择并提供具体理由。

例如:

Part III Possible Questions

- 1. What are the popular sports in China?
- 2. Is the activity dependent on the age of people?
- 3. Does the activity habit of a person change?
- 4. What are the advantages and disadvantages of watching games?
- 5. Do you think advertising is necessary in sports events?
- 6. What do you think of fitness training in the 21st century?

第三节 评分标准

Scores	9	8	7
Fluency and coherence	Speaks fluently with only rare repetition or self-correction. Any hesitation is content-related rather than the choosing of words or grammar. Speaks coherently with fully appropriate cohesive features. Develops topics fully and appropriately.	Speaks fluently with only occasional repetition or self-correction. Hesitation is usually content-related and only rarely to search for language. Develops topics coherently and appropriately.	Speaks at length without noticeable effort or loss of coherence. Uses a range of connectives and discourse markers with some flexibility. May demonstrate language related hesitation at times, or some repetition and/or self-correction.

Lexical resource	Uses vocabulary with full flexibility and precision in all topics. Uses idiomatic language naturally and accurately.	Uses a wide vocabulary resource readily and flexibly to convey precise meaning. Uses less common and idiomatic vocabulary skillfully with occasional inaccuracies. Uses paraphrase effectively as required.	Uses vocabulary resource flexibly to discuss a variety of topics. Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices.
Grammar	Uses a full range of structures naturally and appropriately. Produces consistently accurate structures apart from “slips” characteristic of native speaker speech.	Uses a range of structures flexibly. Produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors.	Uses a range of complex structures with some flexibility. Frequently produces error-free sentences, though grammatical mistakes persist.
Pronunciation	Uses a full range of pronunciation features with precision and subtlety. Sustains flexible use of features throughout. Is effortless to understand.	Uses a wide range of pronunciation features. Sustains flexible use of features, with only occasional lapses. Is easy to understand throughout; L1 accent has minimal effect on intelligibility.	Shows all the positive features of Band 6 and some, but not all, the positive features of Band 8.

Scores	6	5	4
Fluency and coherence	Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation. Uses a range of connectives and discourse markers but not always appropriately.	Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going. May overuse certain connectives and discourse markers. Produces simple speech fluently but more complex communication causes fluency problems.	Cannot respond without noticeable pauses and may speak slowly with frequent repetition and self-correction. Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence.
Lexical resource	Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies. Generally paraphrases successfully.	Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility. Attempts to use paraphrase but with mixed success.	Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice. Rarely attempts paraphrase.
Grammar	Uses a mix of simple and complex structures, but with limited flexibility. May make frequent mistakes with complex structures, though these rarely cause comprehension problems.	Produces basic sentence forms with reasonable accuracy. Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems.	Produces basic sentence forms and some correct simple sentences but subordinate structures are rare. Errors are frequent and may lead to misunderstanding.

Pronunciation	Uses a range of pronunciation features with mixed control. Shows some effective use of features but this is not sustained. Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.	Show all the positive features of Band 4 and some, but not all, the positive features of Band 6.	Uses a limited range of pronunciation features. Attempts to control features but lapses are frequent. Mispronunciations are frequent and cause some difficulty for the listener.
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Scores	3	2	1
Fluency and coherence	Speaks with long pauses. Has limited ability to link simple sentences. Gives only simple responses and is frequently unable to convey basic message.	Pauses lengthily before most words. Little communication possible.	No communication possible. No rateable language.
Lexical resource	Uses simple vocabulary to convey personal information. Has insufficient vocabulary for less familiar topics.	Only produces isolated words or memorized utterances.	
Grammar	Attempts basic sentence forms but with limited success, or relies on apparently memorized utterances. Makes numerous errors except in memorized expressions.	Cannot produce basic sentence forms.	
Pronunciation	Shows some of the features of Band 2 and some, but not all, the positive features of Band 4.	Speech is often unintelligible.	

Band 9—Expert User

A candidate scores Band 9 for the speaking test if the English he/she speaks is basically perfect. The candidate's grammar and vocabulary are at educated native speaker level. The candidate is capable of expressing his/her ideas in depth, extremely clearly, accurately and fluently, using the widest possible range of vocabulary and grammatical structures.

Band 8—Very Good User

A candidate scores Band 8 for the speaking test if he/she speaks fluently and coherently, using a very wide range of vocabulary and grammar accurately. Answers are clearly developed appropriately and the candidate makes very few mistakes with grammar and vocabulary, even when using complex language.

Band 7—Good User

A candidate scores Band 7 for the speaking test if he/she produces developed answers to the questions in all parts of the test with ease and without losing coherence. The candidate makes occasional mistakes, but mainly in complex language. The candidate is capable of expressing his/her ideas clearly and fluently, using a wide range of vocabulary and grammatical structures, including some less common and idiomatic items.

Band 6—Competent User

A candidate scores Band 6 for the speaking test if he/she is able to answer the questions in all parts of the test clearly and at length. The candidate makes some mistakes, but mainly in complex language. The candidate is capable of expressing his/her ideas reasonably clearly, using a range of vocabulary and grammatical structures.

Band 5—Modest User

A candidate scores Band 5 for the speaking test if he/she is able to answer the questions in most topics in the test clearly and at length, though sometimes with limited lexical and grammatical flexibility. The spoken English contains many mistakes. The candidate's fluency and ability to be understood change greatly and the candidate is a little short of the vocabulary to develop answers.

Band 4—Limited User

A candidate scores Band 4 for the speaking test if he/she has difficulty in expressing his/her ideas, and his/her spoken words may often be hard to understand, especially in talking about some unfamiliar topics. This may result from a limited vocabulary, poor grammar and poor pronunciation. The candidate is not competent for using the complicated grammatical structures.

Band 3—Extremely Limited User

A candidate scores Band 3 for the speaking test if he/she can only use a limited amount of spoken English. The candidate can only express some basic meaning. His/her words will be hard to understand because of a limited vocabulary, poor grammar, and poor pronunciation.

Band 2—Intermittent User

A candidate scores Band 2 for the speaking test if he/she can barely communicate with the examiner. The candidate is only able to use a very limited amount of original spoken English and cannot usually make sentences. The candidate may even have difficulty in understanding the questions in the speaking test.

Band 1—Non User

A candidate scores Band 1 for the speaking test if he/she only says a few words of original spoken English and cannot communicate with the examiner.

第四节 口语要求

一、标准发音

The examiner will see whether the candidates speak with reasonably understandable English pronunciation and how close his/her pronunciation, intonation, and rhythms are to those of a native speaker of English.

考官会注意考生发音是否清晰易懂,跟以英语为母语的人的语音、语调和节奏感的相近程度。

考生平时应该注重自己发音的语音、语调、重音、断句等技巧,还应学习“连