



# IELTS

## 雅思热身

陈瑜 (英) Timothy Rogan 编著

# 口语



通大学出版社



## 内 容 提 要

本书针对雅思口语考试的特点,本着贴近雅思考题的原则,旨在帮助广大雅思考生熟悉并掌握雅思口语考试的出题内容,并进行有针对性的准备。

全书包括 16 个章。第 1 章介绍了雅思考试,并解释了雅思考试中考分的评判标准。从第 5 章至第 16 章,以近年来雅思口语考试的基本话题作为每个章节的重点,并在章节设计上紧扣雅思口语考试的内容和要求,使考生在有针对性地进行材料学习的基础上,快速地准备雅思考试的相关内容。在每一章的后面,还总结了该章节中出现的高频词汇,方便考生进行词汇补充练习。在版面设计上,该书一改大部分应试书籍比较固定和刚性的一贯风格,取而代之以情景插图和简洁的页面设计方法,更加迎合了考生的需要。

本书无论是作为雅思口语教师的课堂教材,或雅思考生的口语考试指导用书,还是作为广大英语口语学习爱好者的学习用书,相信都将会给读者带来很大收获。

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雅思考试(International English Language Testing System)目前已经成为全球最具影响力的出国类英语语言测试之一,仅在国内,每年就有十多人参加雅思考试。应广大考生对于相关雅思应试指导方面的需求,从2000年开始,朗阁海外考试研究中心就陆续出版了“朗阁 IELTS 应试系列丛书”,一直受到广大读者的关注与青睐,成为众多考生倍加推崇的辅导材料。这些辅导材料有很大一部分是针对英语程度较高,或者即将参加考试打算做最后冲刺的学生,内容偏向模拟练习和应试技巧强化训练。

然而我们在教学过程中也发现,有一部分考生在运用这些应试类辅导书籍时感到有些“力不从心”,究其原因,主要是这些学生的基础较为薄弱,缺乏一定的英文基本知识和技能的训练。针对这些考生的特点,朗阁海外考试研究中心专门推出了这套《雅思热身》系列丛书。顾名思义,就是让这些考生在进入应试技巧强化训练前充分热身,打好基础。总的来说,本套丛书有以下特点:

### 一、由专业雅思研发团队编写

本套丛书分听、说、读、写四册,每册都由朗阁海外考试研究中心的雅思专家亲自编写。他们长期跟踪雅思考试的发展动态,深谙雅思考试命题规律,对雅思考试的考点有深入研究。更重要的是,这些编者都有着长期的一线教学经验,熟悉不同类型、不同程度的考生特点。整套书籍的准备和编写历时一年之久,内容涵盖了由各科教学专家精心分析总结出来的雅思预备阶段教学过程中的重点和难点,以及该阶段学生最需要扩充的知识和技能。

### 二、融入先进的教学理念

传统的雅思辅导类书籍主要以应试技能强化为主,对高端学生可能效果较好,但对一些基础一般的学生可能难度太大。此外,单一的技能训练在课堂教学中会使学生产生疲劳感,缺乏学习的兴趣。在本套丛书在编写过程中,编者把“教学互动”作为重要的教学方法,使用多种形式的练习材料,充分发挥学生的参与性,使课堂变得以学生为中心,让学生在积极思考和练习的过程中愉快掌握重点。例如,在

口语和写作分册的每一课前,都会有一些简单的 warm-up questions,师生针对这些问题进行互动,使学生逐渐进入积极的思考状态。

### 三、以话题为主线,辅以基本技能训练

听、说、读、写四分册都采取了以话题为主线(topic-based)的编写模式,提高了学生参与课堂讨论的积极性,同时增强了“综合技能训练”在教学过程中的操作性。例如,在阅读分册中,有文化、社会、医学、农业、生态与环境、科技以及自然现象等七个话题,教师在进行某个话题的讲解时,可以很自然地把讲解的内容与写作或者口语话题进行结合,使课堂教学互动性更强,形式更加活泼。

总而言之,本套丛书具有针对性强,实用性高,重知识,重能力等特点,很好地做到了与雅思高分冲刺系列丛书的衔接,是预备阶段考生的必备备考宝典。相信本套丛书一定可以为广大雅思考生助一臂之力!

朗阁海外考试研究中心

2007年6月

# 前 PREFACE

从事雅思教学和研究这么多年来,我们越来越发现教学中最难的环节,是如何有效和快速地提高英语基础薄弱的学员们的应考能力。随着近年来的雅思热,中国的雅思考生也越来越多。在这些考生群体里,基础薄弱的考生比例也在增加。中国传统的英语语言教育体系和模式使很多考生英语的主动表达能力未能得到明显提高。因此,在口语考试这个强调考生主动进行语言输出的考试中,很多考生的成绩受到影响;而对于基础薄弱的考生来说,情况可能更加不容乐观。

从教育本身来讲,如果不能帮助这个群体达到他们的目标,则我们的教学不能说是成功的。很多教师觉得,要让基础差的学员开口已经不易,而要让他们能够较为充分地进行雅思口语考试的准备,则是难上加难。在经过多方面的分析后,我们了解到考生要准备好应对雅思考试,特别是起点较低的考生群体,好教材是关键的因素之一。

一本好的雅思教材,除了能传递给考生有关考试的正确信息之外,更加重要的是能够针对考生的情况,有效地帮助他们获取准备考试需要的知识。本着这样的宗旨,我们打破了以往应试书籍的题海战术,结合中国学生的英语语言弱点,在内容上进行了如下的设计:

本书共分 16 章节。第 1 章针对雅思考试进行了介绍,并解释了雅思考试中分数的评判标准。自第 2 章至第 16 章,以近年来雅思口语考试的基本话题作为每个章节的重点,并在章节设计上紧扣雅思口语考试的内容和要求,使考生在有针对性地进行材料学习的基础上,快速地准备雅思考试的相关内容。

本书最大的特点是简洁、实用。书中所列出的话题均是历年出现的雅思口语的主要话题。章节内容的编排上也按照语言教学中的输入输出相结合的教学方法进行编排,一方面补充考生在各个话题中所需了解的知识,一方面及时提供机会进行练习,尽量使考生在最短的时间里面获取最大的学习效果。每章节中具体的板块如下:

## Warm-up Questions:

**学习准备。**选取了雅思考试话题中第一部分较简单的问题作为热身问题,帮助考生进入学习状态。

**Word Power:**

**词汇学习。**在每一个话题章节中都含有相关的核心词汇的介绍,并在后面附以相关的练习,巩固学习效果。

**Grammar Focus:**

**语法聚焦。**我们结合每个话题自身的内容特征,巧妙地将语法讲解结合在一起。在讲解语法的方法上深入浅出,并及时结合小练习进行针对性训练。

**Conversation:**

**对话。**我们坚信语言的听说读写四大功能是融会贯通、触类旁通的。在学习口语的同时,听是很好的语言输入方式。好的语言的学习对于考生的语言创造尤其重要。这个话题对话的设计尽量做到原汁原味,使考生能够学到地道的语言。

**Description:**

**描述语言。**雅思考试的第二部分,即话题描述,是雅思考试特有的提问方式,同时也是考生不太擅长的环节。这个板块的用意在引导考生的描述思路,展示简单的描述语言,使考生能够在短时间内快速地进行描述的准备。

**Class Activity:**

**课堂活动。**口语课和其他课程的区别很大程度上在于口语课的灵活性和互动性。针对这一点,我们在每个章节均设计了互动的趣味课堂活动,使学生不仅能够运用之前所学的语言知识,更加寓教于乐,培养口语学习的兴趣。

**Reading:**

**补充阅读。**雅思口语考试的第三部分通常是对一个具体的问题表达自己的观点或者看法。这里的很多问题是考生日常生活中很少接触和思考的,所以在回答的过程中常常会感到困难重重。补充阅读的设计,正是为了补充考生相关的话题知识,开阔视野,在了解不同文化和背景的同时,进行雅思考试问题的内容和准备。

**Supplementary Vocabulary:**

**补充词汇。**补充词汇中涵盖了本章节中出现的所有核心话题词汇,以使考生更好地进行知识的巩固。

本书的编写过程中得到了朗阁教育集团和朗阁海外考试研究中心的大力支持

持。在此,要特别感谢领导刘常研先生的关心和同事房挺、贾若寒的帮助。另外,澳籍雅思专家 Andrew Malcolm 先生的指点为本书增色不少。希望本书对于广大雅思考生有一定的帮助,也希望读者们在使用本书的过程中提出宝贵的批评和建议,以便进行修订和更正,使本书渐趋完美。

编者 陈 瑜

2007 年 6 月于朗阁海外考试研究中心

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# Chapter One Getting To Know IELTS

## Intro to IELTS Test 考试简介

IELTS is the International English Language Testing System. It measures ability to communicate in English across all four language skills-listening, reading, writing and speaking-for people who intend to study or work where English is the language of communication.

Since 1989, IELTS has been proven and trusted worldwide to provide a secure, global, authentic and customer-focused test which measures true to life ability to communicate in English. Over 4700 educational institutions, government agencies and professional organizations around the world recognise IELTS scores as a trusted and valid indicator of ability to communicate in English.

More than 700,000 people a year are now using IELTS to open doors throughout the English-speaking world and beyond. The test is taken every year across 120 countries, and is one of the fastest growing English language tests in the world, and sets the standard in integrity, research and innovation.

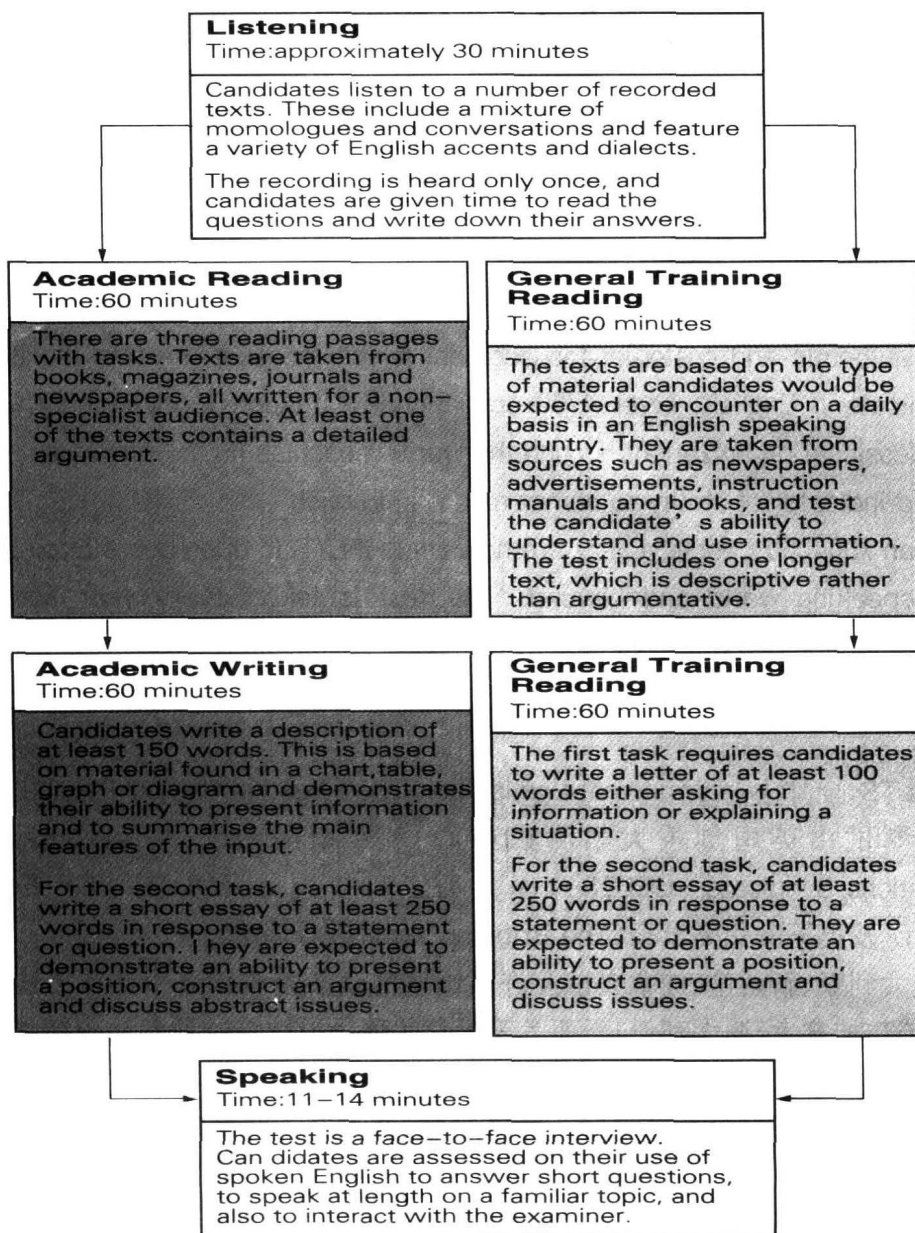
雅思(IELTS, 全称为 International English Language Testing System)考试由国际英语水平测试由英国剑桥大学测试中心(The University of Cambridge Local Examinations Syndicate—UCLES)、澳大利亚高校国际开发署(IDP Education Australia)及英国文化委员会(The British Council)共同举办。

英国、澳大利亚、新西兰、加拿大以及许多国家的众多院校均采用并认可这一语言测试系统。加拿大、澳大利亚、新西兰等国家的移民局均将这种考试成绩作为技术移民及其他类移民中衡量英语语言能力的唯一标准。以上国家的学校和培训进修项目及许多国家的院校都接受这一考试成绩,并设立不同的成绩合格标准。近年来,越来越多北美国家的学校也开始接受雅思成绩,这证明雅思作为国际化的考试正被全球广泛认可。

## IELTS Test Structure 考试模式

All candidates must complete four Modules—Listening, Reading, Writing and Speaking to obtain an IELTS Test Report Form.

Candidates are tested in Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking Modules. There is a choice between Academic and General Training in the Reading and Writing Modules.



**Total Test Time**

2 hours 45 minutes

The first three modules-Listening, Reading and Writing-must be completed in one day. The Speaking Module may be taken, at the discretion of the test centre, in the period seven days before or after the other Modules.

The tests are designed to cover the full range of ability from non-user to expert user.

**Academic or General Training 学术类和一般培训类**

IELTS 考试分学术类(Academic)和一般培训类(General Training)两大类。国外大学根据学术类考试成绩来测评考生的英文技能,而一般培训类考试是移民局用来测评考生英文能力的依据,因此需要出国接受大学教育的考生必须参加学术类考试,而移民或者参加中等教育的考生必须参加一般培训类考试。IELTS 测试分为四部分:听力、阅读、写作、口语。学术类与一般培训类测试中的听力、口语部分完全相同,没有任何差异,但阅读与写作部分则不同。

**Speaking Test Mode 口语考试模式介绍**

| Part                                    | Nature of interaction   | Timing  |
|---|---|---|
| Part 1<br>Introduction<br>and interview | Examiner introduces him/herself and confirms candidate's identity. Examiner interviews candidate using verbal questions selected from familiar topic frames.  | 4-5 minutes                                   |
| Part 2<br>Individual<br>long turn       | Examiner asks candidate to speak for 1-2 minutes on a particular topic based on written input in the form of a candidate task card and content-focused prompts.<br>Examiner asks one or two questions to round-off the long turn. | 3-4 minutes (incl. 1 minute preparation time) |
| Part 3<br>Two-way<br>discussion         | Examiner invites candidate to participate in discussion of a more abstract nature, based on verbal questions thematically linked to Part 2 topic.   | 4-5 minutes                                   |

口语考试是 IELTS 考试中的最后一项。考试的目的是为了评判考生运用英文表达自己观点和看法的能力。

IELTS 口语考试时间为 11~14 分钟,分为三部分:

(1) 考官询问考生个人情况和相关背景;简单的描述。(4~5 分钟)

考官核对考生身份证及姓名。所问问题有关考生本人的学习、工作、生活、计划等,也可能问到需要简单描述的事物或地方。

(2) 考生详细描述或谈论指定话题。(3~4 分钟)

考生将拿到一张话题卡,并对卡片上的话题展开描述。考生有一分钟时间的准备时间,可以做笔记。

(3) 考生对某个话题进行讨论,表达自己的思想和观点。(4~5 分钟)

考生将和考官讨论一个话题。该话题同前两部分的话题相关。

对于口语考试中各个部分的具体考试内容,相关话题以及所考察的语言能力,请参照下表:

| Parts  | Interaction  | Topics   | Functions   |
|--------|--|--|---|
| Part 1 | Conversation<br><br>The examiner asks questions and the candidate answers them   | Personal Details<br><br>e. g.<br>hometown, family, studies, hobbies, leisure activities, etc.          | * Offer information<br>* Expressing opinions<br>* Giving reasons for some opinions and attitudes  |
| Part 2 | Monologue<br><br>The candidate has one minute to prepare a short talk about two to three minutes                                     | Personal<br><br>e. g.<br>A book that the candidate has read;<br>a person that the candidate like; etc. | All the above from Part 1<br>Plus:<br>* Describing people<br>* Describing objects<br>* Describing places<br>* Describing events<br>* Expressing feelings<br>* Explaining facts  |
| Part 3 | Further Discussion<br><br>The examiner will discuss with the candidate any problem related to the content in either Part 1 or Part 2 | Academic<br><br>e. g.<br>the media;<br>the environment;<br>the education; etc.                         | All the above in Part 1 and Part 2<br>Plus:<br>* Describing situations<br>* Describing attitudes<br>* Speculating on the future<br>* Assessing positive and negative points<br>* Describing roles, functions, rights and responsibilities |

**IELTS Band Scores 考试成绩解释**

|   |                          |   |
|---|--------------------------|---|
| 9 | Expert user              | Has fully operational command of the language; appropriate, accurate and fluent with complete understanding.  |
| 8 | Very good user           | Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.              |
| 7 | Good user                | Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.               |
| 6 | Competent user           | Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.                            |
| 5 | Modest user              | Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.   |
| 4 | Limited user             | Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.   |
| 3 | Extremely limited user   | Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.   |
| 2 | Intermittent user        | No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. |
| 1 | Non user                 | Essentially has no ability to use the language beyond possibly a few isolated words.  |
| 0 | Did not attempt the test | No assessable information provided.   |



## Chapter Two We Are a Big Family!

### WARM-UP QUESTIONS 学习准备

1. How many people are there in your family? Who are they?
2. Who do you think is the leader of your family? Why?
3. When you are away from home, who will you miss most? Why?

Function

Describe appearance

Describe personality

Language Focus

Third person singular

Present tense

## WORD POWER 词汇准备

### Appearances 外形描述

#### Height 身材



How tall is he?

He is tall.  
He is *very* tall.



He is short.  
He is *quite* short.



He is medium  
height.

#### Build 体型



She is *skinny*. (negative)  
She is *thin*. (negative)  
She is *slim*. (positive)  
She is *slender*. (positive)



She is fat. (negative)  
She is overweight. (negative)  
She is plump. (neutral)  
She is stocky. (neutral)

Type of hair 发型

She has  
long hair.



She has  
short hair.



He has no  
hair.



She has  
*medium*  
length hair.



She has  
*medium*  
length hair.



She has  
*short* hair.

She has  
long, *black*  
hair.

She has  
short,  
*black*  
hair.

He is bald.

She has  
medium  
length,  
*blonde*  
hair.

She has  
medium  
length, *red*  
hair.

She has  
short,  
*blonde*  
hair.

She has  
long,  
*straight*,  
black hair.

She has  
short,  
*straight*,  
black hair.

-

She has  
medium  
length,  
*straight*,  
blonde  
hair.

She has  
medium  
length,  
*wavy*,  
red hair.

She has  
short,  
*curly*,  
blonde  
hair.

She wears  
glasses.

Type of complexion 肤色

He is Asian.  
He has light-  
brown skin.



She has dark  
skin.



He has fair  
skin.



She is white.  
She  
has slightly  
tanned skin.



She is white.  
She has very  
pale skin.



- A. Try to use three sentences to describe the appearance of the person who is sitting besides you. 尝试用三句话来描述你旁边同学的外貌。
- B. Describe another classmate in the room in 3 sentences. Use the following sentences and don't tell who this person is: 描述班级中另一个同学的外貌, 让其他同学猜猜他/她是谁。使用以下句型:
- This person is... / This person has...
- And let others guess who this person is!