雅思口语教学

探讨与实践（强化段）

旷　丹/编著
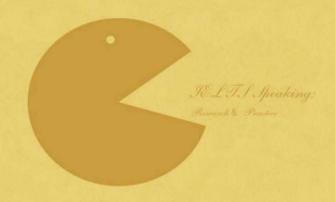
IELTS Speaking:

Research & Practice

作者简介

　　旷丹，湖南农业大学国际学院雅思口语负责人，中南大学英美文学硕士，讲师（2010年评上），研究方向为英美文学、英语教学；曾教授过雅思听、说、读、写、综合等雅思主干课程，2015年荣获湖南省课堂教学竞赛二等奖，2013年获校级"青年教师教学能手"称号，雅思口语课程2014年荣获校级"教学质量奖"；至今，副主编教材一部，参编教材两部，主持校级教改和科研课题三项、校级教学改革项目两项，参与国家和省级科研、教改课题多项，公开发表论文6篇。

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Content

Chapter 1 General Introduction to IELTS Speaking

IELTS is the International English Language Testing System, jointly owned by the British Council, IDP: IELTS Australia and University of Cambridge ESOL Examinations. IELTS assesses the four language skills—listening, reading, writing and speaking, with separate tests of each skill. Test takers can opt for either Academic or General Training versions of the tests, according to their personal reasons for taking IELTS. Academic IELTS is suitable for people planning to study in higher education or seeking professional registration, while General Training IELTS is suitable for test takers planning to go to English-speaking countries to undertake non-academic training or work experience, or for immigration purposes.

This book tackles with IELTS Speaking, which will be generally introduced in the following from the aspects of format, criteria, general skills and common questions.

1.1 Format

> **Video 1**
>
> Watch a video of a candidate's performance during the IELTS Speaking Test, and then answer the following questions:
> - How many parts does IELTS Speaking Test consist of?
> - How long does every part and the whole test last?
> - Please describe what the candidate has to do in each part.

IELTS Speaking Test is actually a face-to-face and one-on-one interview between a candidate and an examiner, which is recorded from beginning to end.

On the whole, the test can be divided into 3 parts and their details are illustrated as below:

PART	NATURE	TIMING
1	**Introduction & Interview** After introductions and identity check, the examiner asks the candidate questions about daily topics.	4-5 **min.**
2	**Long Turn/Cue Card** The candidate receives a task card with a topic. S/He then has 1 min. To prepare and makes notes before describing the topic to 1.5 to 2 minutes.	3-4 **min.**

PART	NATURE	TIMING
3	**Discussion** The examiner discusses with the candidate more abstract aspects of the topic in Part 2.	4-5 min.

(**Total**: 11-14 **minutes**)

1.2　Criteria

It is well-acknowledged that IELTS has a nine-band scale, which is illustrated in detail below:

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The IELTS Nine-band Scale

</div>

9	Expert User	Has fully operational command of the language: appropriate, accurate and fluent.
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 situation, 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 formulas 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.

(**from www. ielts. org**)

For IELTS Speaking, the candidate's performance could be evaluated from such criteria as **Fluency & Coherence**, **Lexical Resources**, **Grammatical Range & Accuracy**, and **Pronunci-**

ation.

Watch Video 1 again and score the examinee´s performance from the 4 criteria mentioned a-bove (IELTS Speaking band descriptors attached afterwards) .

Fluency & Coherence	
Lexical Resources	
Grammatical & Accuracy	
Pronunciation	
Overall Score	

IELTS   **SPEAKING: Band Descriptors (public version)**

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; • any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• 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	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• 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
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• 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 • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• 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	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• 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	• 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
5	• usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• 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	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• 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	• 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	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• 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
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated words or memorised utterances	• cannot produce basic sentence forms	• Speech is often unintelligble
1	• no communication possible • no rateable language			
0	• does not attend			

1.3   General Skills

From the previous elaboration, you must know the 4 criteria for IELTS Speaking Test, namely **Fluency & Coherence**, **Lexical Resources**, **Grammatical Range & Accuracy**, and **Pronunciation.** Hence, general skills to enhance the score will be offered as follows accordingly. Please watch 4 videos one by one and make summaries about all of them.

Video 2

Skills of Fluency & Coherence

1. _____ answers:

   Part 1—add _____

   Part 2—list _____, write down _____

   Part 3—use _____, _____, _____, _____, and make _____.

2. Accumulate and use _____ appropriately;

3. Practice repeatedly and record yourself, paying attention to the following as ____ ____, _____, _____, _____.

Video 3

Skills of Lexical Resources

1. Learn new words in English _____, like newspaper;

2. _____ new vocabulary;

3. Use thesaurus(同义词典) to accumulate _____;

4. Use to _____ interpret unknown words

5. Practice _____;

Video 4

Skills of Grammatical Range & Accuracy

1. Be prepared and get to know the test´s _____ and _____;

2. Download and study Cambridge authorized _____ APP;

3. _____ and _____ to correct grammatical mistakes and develop a strong sense of _____.

Video 5

Skills of Pronunciation

1. Compare English with Chinese in aspects of _____, _____ and _____;

2. Consult _____ for pronunciation, when come across a new word;

3. Listen to _____, like BBC, VOA;

4. _____ yourself to particularly enhance chunking(断句);

5. Don´t _____.

1.4 Common Questions

- **Are the questions the same for every candidate?**

   No. A wide choice of questions and topics is possible, so no two tests will be identically the same.

- **What can a candidate take into the test room?**

   Only his/her identity document. Anything else needed in the test will be provided by the

examiner, such as pencils, a piece of paper, etc.

- **Why is IELTS Speaking is recorded**?

  Just in case the candidate´s performance is required to be re-marked.

- **What should a candidate do if s/he doesn´t understand the topic in Part** 2?

  The candidate should tell the examiner directly. Actually, the candidate should read the task card as carefully as he can, because the prompts may help him guess the meaning of the word that he doesn´t understand.

- **Does a candidate have to take notes on the task card in Part** 2?

  It´s all up to the candidate whether taking notes or not, but on the piece of paper given by the examiner rather than on the task card.

- **Will the examiner give the candidate any feedback**?

  No, the examiner is not permitted to give feedback, and the candidate is not allowed to ask the result either.

- Should I equate big words with higher score?

  No. What really counts are appropriate words and phrases. For example, "I <u>work out</u> (= exercise) in the gym for an hour every day to keep fit."

- **Will templates work**?

  Only does it work on the condition that you can NATUALLY present it, otherwise it´s a disaster, because you might be totally tortured and burdened by the so-called template. Please really communicate with the examiner.

- **Am I supposed to constantly update my knowledge about current events**?

  Not necessarily, for all the topics and questions are daily-based, but a wide range of knowledge about current affairs may make your answers be more appealing.

- **How can I use online collection of past test questions wisely**?

  It´s practically useful to go through them before the exam, but a fly in the ointment is that the number is too huge. Consulting the "Predictions Section" on the website (<u>www. 51ielts. com</u>) at the early beginning of the month you take the exam, certainly, would narrow the questions down a great deal.

Chapter 2　Part 1 of IELTS Speaking

Many people misunderstand Part 1 to be "self-introduction" part of the test, but it is an inaccurate description because although this section does ask some questions about your personal background, it also covers many other questions and topics. A more accurate description would be "Basic questions on familiar topics including your background, hobbies, interests, routines, lifestyle and habits."

Until now, more than 50 topics have been tested in Part 1. Work in pair with your partner, guessing and filling in the following table.

Interaction 1

Possible Topics for Part 1				
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.
36.	37.	38.	39.	40.
41.	42.	43.	44.	45.
46.	47.	48.	49.	50.

Fortunately, although the number of questions in Part 1 is enormous, they can be roughly divided into 6 categories.

Work in pair and match the questions below with their types accordingly.

Interaction 2

1. Tell me something about your hometown.	A. "Liking & Disliking"
2. Do you like to have flowers in your home? 　 Is there any food you dislike?	B. "Wh– & How often"
3. What kinds of articles are you most interested in?	C. "Would"
4. How often do you watch television/make calls? 　 What games are popular in your country?	D. "Basic Description"
5. Is it important for people to play games?	E. "Types/Kinds of"
6. Would you like to move to another city in future?	F. "Yes or No"

2.1　"Basic Description" Questions

2.1.1　Recommended Structure

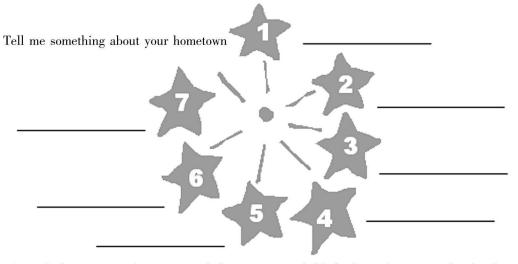| Read the following "Basic Description" Questions carefully and summarize the main features of them. |
|---|

Interaction 3

- Tell me something about your hometown.
- Tell me about your house/flat you live in.
- Tell me about your job.
- Tell me about your family.
- Tell me about your city.
- What´s your main ambition?
- What makes you happy?

Features:

1. _____
2. _____

Then, let´s cite "Tell me something about your hometown" as an example to illustrate the structure and the strategy for such kind of questions.

Brainstorm the aspects that can be employed to describe hometown.

Interaction 4

Tell me something about your hometown

A particular structure is recommended to answer such kind of questions，namely，hamburger structure（See the picture below）：

Recommended Structure—Hamburger Structure

Top Bun (Leading-in phrase)

Substance (point 1+ point 2...)

Bottom Bun (Wrap-up)

idea-concise，development-detailed

Or it could be also illustrated as the following：

Full Answer Structure

Leading-in phrase

1st pointing phrase

point 1

Linking word/ phrase+extension of point 1

(repeat 2 to 3 times, point 2 and 3)

Wrap-up

Then，a sample is attached，making full use of the structure recommended above. Please ap-preciate it as carefully as you can and finish the translations afterwards.

● ***Tell me something about your hometown.*** 🔊 1

（Lead-in）：Well，no problem. As you can probably guess I come from Beijing and I have

lived here all my life, although at the moment I'm studying in another city—Tianjin.

(1st pointing phrase + point 1): I suppose I should begin by HIGHLIGHTING the fact that it's absolutely enormous, maybe even one of the biggest cities in Asia I guess.

(Linking word / phrase + detail about point 1): Therefore, even the locals have problems finding their way around.

(2nd pointing phrase + point 2): A second feature which I should mention is that it offers examples of both classical and contemporary architecture.

(Linking word / phrase + detail about point 2): Actually some of the China's most renowned landmarks are "slap-bang" in the middle of Beijing.

(Wrap-up): That pretty much sums up the city where I was born.

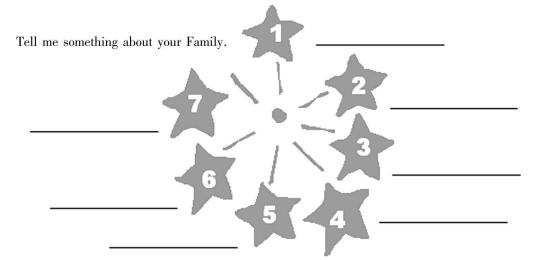|	Please find the according translation to the following words and phrases in the sample above.

Translation 1

1. 强调(v.) _____	2. 巨大的(adj.) _____
3. 当地人(n.) _____	4. 现代的(adj.) _____
5. 地标(n.) _____	6. 正好(adv.) _____
7. 做……事有问题 _____	

2.1.2 Practice—"Family"

	Brainstorm the aspects that can be employed to describe family and try to describe your own family.

Interaction 5

Tell me something about your Family.

As the previous part, a sample is attached, making full use of the structure recommended above. Please appreciate it as carefully as you can and finish the translations afterwards.

- **_Tell me something about your family._** 🔊 2

(Lead-in): Well, no problem. As you can probably guess I come from a nuclear family, namely, three members all together, because of the "One-child Policy" adopted in China.

(1st pointing phrase + point 1): I suppose I should begin by HIGHLIGHTING the fact that the relationship between my family members, fortunately, is fairly harmonious.

(Linking word/ phrase + detail about point 1): You know, wherever we are, we are bound to come back home, having family reunions on Chinese traditional festivals, such as Chinese Lunar New Year, Tomb-sweeping Day, etc.

(2nd pointing phrase + point 2): A second feature which I should mention is that my family′s personalities are generally extroverted and sociable.

(Linking word/ phrase + detail about point 2): So we have a great number of friends from home and abroad, which has enriched and colored our life.

(Wrap-up): That pretty much sums up my family.

A文	Please find the according translation to the following words and phrases in the sample above.

Translation 2

1. 三口之家 _____	2. 独生子女政策 _____
3. 清明节 _____	4. 外向的(*adj.*) _____

Additional Expressions about "Family"	
Aspects	**Expressions**
Member	1. dink family, nuclear family, big family 2. -in-law
Personality	1. extroverted -introverted 2. sociable-otaku 3. serious, rigorous
Relationship	1. intimate, harmonious, closed 2. remote, distant, aloof, 3. family get-together/reunion
Appearance	run in the family = shared family characteristic
Activity	1. go hiking/camping, excursion 2. dine out 3. catch a flick
Economic Condition	1. be born with a silver spoon in one′s mouth 2. intellectual family 3. blue blood 4. jumped-up family

2.1.3   Reference Structure Expressions

<u>Lead-in phrases</u>

OK, then...	Alright...	Well, you know...	Actually...	Right,OK...	Well...	Well, first of all...

<u>Or</u>

- That's a good/ tough (hard) / interesting/ challenging/ thought-provoking question.
- There's no clear-cut solution... (use in part 3)
- I don't have a clear-cut answer... (use for opinion, favourite etc.)
- Well, it depends (on the situation) ...
- I suppose there are a couple of ways I could answer that... (use for "Do you like...?", "What kind of...?")
- I never thought about that before...
- There are many...(补充: many 的不同表达)
- Who knows? (Use for "How will something change in the future?")
- To tell the truth.../ In truth.../ To be honest.../ In all honesty... (Use these even if you're not telling the truth!)
- No problem! (Use for "Tell me about...")
- Well, every upside has a down side. (Use for disadvantages question. <u>NEVER</u> say "Every coin has two sides! ")
- Not many people know this (but) .../O. K. , you may not know this...

<u>1st pointing phrases</u>

- ... the first thing I should mention is that...
- ... the point I'd like to begin with is that...
- ... I could start off by saying that...
- ... My initial point would be that...
- ... I need to start off by pointing out that...
- ... The main thing you need to know is that...
- ... I suppose I should begin by HIGHLIGHTING the fact that...
- ... You may (or may not) be aware that in fact...
- ... I really need to KICK OFF with the point that...

<u>2nd pointing phrases</u>

- Another point which I could add is that...
- A second feature which I should mention is that...
- As well as that, I could say that...