

IELTS SPEAKING

雅思口语真经

刘洪波 主编 Kirk Kenny 编著

考官点评 再现考场

- 3.5~7分全程录音讲解
- 纠正中国考生普遍口语错误
- 从考官角度掌控得分要点
- 标准答案模仿背诵

中国  广播电视出版社
CHINA RADIO & TELEVISION PUBLISHING HOUSE

附赠配套MP3光盘



IELTS SPEAKING 雅思口语真经

刘洪波 主编 Kirk Kenny 编著

中国  广播电视出版社
CHINA RADIO & TELEVISION PUBLISHING HOUSE

图书在版编目 (C I P) 数据

雅思口语真经 / 刘洪波主编, (加) 肯尼 (Kenny, K.)
编著. —北京: 中国广播电视出版社, 2008. 1
ISBN 978-7-5043-5543-0

I. 雅… II. ①刘…②肯… III. 英语—口语—高等教育—
自学参考教材 IV. H319. 9

中国版本图书馆CIP数据核字 (2008) 第001962号

雅思口语真经

主 编	刘洪波
编 著	Kirk Kenny
特约编辑	周 壮
责任编辑	常 红
监 印	赵 宁
出版发行	中国广播电视出版社
电 话	86093580 86093583
社 址	北京市西城区真武庙二条9号 (邮政编码 100045)
经 销	各地新华书店和外文书店
印 刷	保定华泰印刷有限公司
开 本	787毫米×1092毫米 1/16
字 数	200 (千) 字
印 张	7.75
版 次	2008年1月第1版 2008年1月第1次印刷
书 号	ISBN 978-7-5043-5543-0
定 价	20.00 元

(版权所有 翻印必究·印装有误 负责调换)

前言

How your exam is scored

While the spoken part of the IELTS exam has three stages and it's important to do well in all the three parts, the examiner has a specific set of criteria by which they give you a score. The more familiar you are with these four criteria, the more accurately you can analyse your strengths and weaknesses. These four criteria are equally important — so pay attention to all of them.

Pronunciation: Students don't necessarily need to speak perfect "American" or "British" English to score well, but must avoid obvious "Chinese" pronunciation tendencies. *Pronunciation* is actually a general term that includes such related phonetic issues as: mastering the phonetic alphabet (把握音标), differentiating between words with similar pronunciation (Example: full / fool; thin / thing; ship / sheep), correct syllable stress (把握音节重音, Example: WATERmelon, 而不是 waterMELon), contextual word stress (在句子中强调单词重音, Example: The weather today is GORGEOUS), intonation (语调) and connected speech(连读). Students should also bear in mind that one of the keys to more standard and clearer pronunciation is speaking slower, not faster.

Grammar: There are two aspects to grammar that students must pay attention to in the IELTS exam. The first goes without saying: Students must avoid grammatical and syntax-related (造句法) errors. (Incorrect: He often sits on his computer. 他经常坐电脑上。 Correct: He spends a lot of time on the computer. 他经常在用电脑。) The second is that students must demonstrate an ability to use a variety of sentence structures of varying degrees of difficulty. If one makes few or even no grammatical

mistakes but only uses short and comparatively simple sentences it will be hard to get a high score. (Example: I think that basketball is a good sport. — correct but too simplistic) If, on the other hand, one tries too hard to use complex sentence structures, when simpler ones would do, and complicates the content so that it is difficult to understand or becomes awkward, it will also adversely affect one's overall score. Ideally, students should combine both short and simple sentence structures with more complex and longer structures to achieve a natural effect.

Vocabulary: As with grammar, it is important to be able to use a variety of words and show the examiner that you have a wide range of vocabulary at your disposal. Students should avoid certain words that, for some reason or another, seem to be overused among Chinese students' speaking English: *interesting, good, nice, lovely*, etc. A second and perhaps even more important consideration when choosing words is *accuracy*. Many students have a tendency to use words that are very *general*, words which can be used in a variety of situations. Example: My hometown is very beautiful. The problem with a sentence like this is that the word *beautiful* doesn't demonstrate a high-level mastery of vocabulary. It's not wrong; it's just a missed opportunity to use a more precise word and thus score better. Example: My hometown is full of *lush* parks and has a *peaceful* lake in the city-centre. Not only does a sentence like this provide more detail (parks, lake) but the adjectives (*lush, peaceful*) make it precise and strong.

Fluency: Fluency can only come when one has achieved a certain degree of *functionality* (运用能力) in the above three criteria: pronunciation, grammar and vocabulary. Essentially, fluency is the measure of how *smoothly* your language comes across. There are several key elements to achieve fluency. First, you must learn to develop and expand on your ideas: Don't simply list things or give one-dimensional sentences. Example: Q: Do you like Western food? A: Yes, I like it very much. Instead, students must learn to elaborate and give details. Example: A: Yes, I like a lot of Western food. I especially love steak, salad and pizza. I like Western food because it's often light, healthy and easy to make. Another key to fluency is the ability to *link* your sentences, and thereby *connect your ideas* together into one coherent piece. Example: First of all ... Secondly ... and moreover ... A third, and often neglected, key to achieving fluency is *speed* and *rhythm*. Many students think that by speaking faster they will

impress the examiner and achieve fluency, when in fact, the opposite is usually true. By controlling one's speed and even slowing down a bit, students give themselves more time to think, which in turn allows them to expand their ideas and thus achieve a more fluent, natural feel. The goal is to think and speak at the same time: slowing down a bit helps most students achieve this aim.

Keys for succeeding in each stage

While it's important to understand what the examiner is looking for specifically in terms of language usage, it's equally necessary to understand the characteristics and requirements for each stage of the exam in order to do well. All three parts of the exam are equally important, but it should be noted that most students have the greatest difficulty with stages two and three. Here are some important tips for doing well.

Things to remember in Stage One

- i) Relax during the introduction — The examiner will begin with some "small talk" and the student needn't give a formal answer here. The examiner wants you to relax and feel comfortable, so seize the chance.
- ii) Use complete sentences — One of the most common mistakes in the first stage is that students don't begin responses with complete sentences. It's good to be relaxed, but because it's an exam, your answers must be grammatically correct, complete sentences and not overly casual.
- iii) Develop your answers — Remember that your answers should be 20–25 seconds in length during this stage, or about 3–4 sentences. Many students fail to give enough detail during Stage One, which affects fluency.
- iv) Be personal — The questions in the first stage are all quite personal — things the student has personally experienced. Therefore, it's important to give detailed, personal examples for a more natural response.
- v) Grammar issues — While the questions in Stage One aren't complicated, students often make basic grammar mistakes. Especially pay attention to verb tense, verb-subject agreement and countable vs. uncountable nouns.

Things to remember in Stage Two

- i) Make good use of your preparation time — Your one minute should be used in

the following way: 10 seconds to read the card; 10 seconds to decide *what* you will talk about; 40 seconds to make notes.

- ii) **Effective notes** — Your notes should be numbered and in an easy to read point-form (no need to write complete sentences). You can look down at your notes as you speak. Also, remember to write big enough so that you can glance down and get the main points quickly.
- iii) **Describing** — One of the key skills for doing well in Stage Two is the ability to describe *something* or *someone* in detail. Effective describing is NOT just *listing* examples; it involves explaining characteristics and processes. Be as specific and vivid as possible.
- iv) **Time management** — Aim to speak for about 90 seconds. If you speak the full two minutes, your answer is likely to be either incomplete (run out of time) or repetitive (waiting for the examiner to say “stop”). If you speak for less than one minute, it will negatively impact your score. Doing several mock exams before the real test is a good way to get comfortable with time management.

Things to remember in Stage Three

- i) **Sufficient length** — Your answers in this stage must be well-developed and around 40 seconds in length; roughly twice as long as in Stage One.
- ii) **Have an opinion** — It's important to take a position on various issues during this stage. You are expected to do more than just point out two sides of an issue — you must *analyse* and *articulate* a position, something many students have trouble with.
- iii) **Logic** — It's not just enough to have an opinion. A complete and well-rounded answer in this stage means a *reasonable* and *logical* answer. Students must provide sufficient details, reasons and examples to support their opinions. Here, students must get used to the following pattern: opinion + detail / example 1 + detail / example 2, 3 + *therefore* my opinion is . . . = logical response.
- iv) **Linking ideas** — It's especially important during this stage to use connectives (连贯词) to make your answers more fluent and logical.
- v) **Speed** — Don't speak too fast. In this stage it's very important to give yourself time to think as you speak. By speaking slowly you can collect your thoughts and express them in an organised fashion. Moreover, you are likely to speak more clearly and fluently.

目錄

Test 1	1
Stage One	1
Stage Two	7
Stage Three	9
Test 2	14
Stage One	14
Stage Two	19
Stage Three	20
Test 3	25
Stage One	26
Stage Two	32
Stage Three	34
Test 4	38
Stage One	38
Stage Two	44
Stage Three	46

Test 5	51
Stage One	52
Stage Two	57
Stage Three	58
Test 6	65
Stage One	66
Stage Two	71
Stage Three	72
Test 7	77
Stage One	78
Stage Two	83
Stage Three	85
Test 8	90
Stage One	91
Stage Two	96
Stage Three	98
Test 9	103
Stage One	104
Stage Two	109
Stage Three	111

Test 1

Introductions

- E:** My name is Kirk and what's your name?
S: My name is Lili. You can call me Lili.
E: OK, can I see your student identification?
S: All right.
E: Thank you. And where do you come from?
S: I'm from Hubei province; it's a little hot in summer.

Stage One



- E:** OK, Let's begin. I would like to begin by talking about age. When do people get married in your country?
S: Our country, people always...woman get married maybe 22 or 24. I'm sorry, I'm not sure yet, maybe man in 22.

点评

The first impression is that the student's response is a bit short. Also, the grammar is an issue. For a better answer, the student could point out different trends between urban and rural areas. Making comparisons is a good way to expand your answer and add quality to your response, both necessary for a higher score.



Example

Well, in our country it varies quite a bit. In the past, men and women tended to marry between the ages of 22 and 25, but now I think people are getting married later. Some people don't even get married at all.



E: And when do people usually learn to drive in your country?

S: I think...learn to drive?...Oh, we shouldn't learn to drive after we are 18 years old.

点评

The student pauses here and shows some hesitation, which is often a sign of poor vocabulary—struggling to find the correct word. It needs to be developed. The student might mention the legal driving age and then expand the answer by adding:

- i) if it's a good or bad idea
- ii) if most people look forward to driving
- iii) differences between trends in the past and present.

误: shouldn't learn to drive after we are 18 (18岁以后不应该开车)

正: are legally not allowed to drive before 18 (按照法律规定, 18岁之前不允许开车)



E: OK, and at what age can people legally buy alcohol in your country?

S: Also at 18 years old and sometimes our children maybe go to supermarket to buy alcohol but maybe are for the father.

点评

Once again the response is too short (only one sentence) and there are some grammar issues.

误: Also at 18 years old... (incomplete)

正: Again, the legal drinking age in China is 18... (complete)

误: our children (unclear—sounds like the student and her husband's children)

正: Chinese children / youth

Also, the use of the word "maybe" makes it sound like the student is not sure and using the word twice in the same sentence is repetitive.

Instead of saying "maybe" twice, the student might use one of the following:

表示“也许”的词汇

likely	may
might	perhaps
possibly	probably
in some cases / situations	a common situation is generally speaking
be possible under some conditions	



E: OK. And let's talk about another topic—ambitions. What's your main ambition in life?

S: I want to be a teacher and I want to go abroad and for my future study and then back for music education.

点评

Instead of using the word “and” three times in a sentence, the student should develop the response into several sentences as well as provide some details for a more complete answer.

误: ...back for music education.

正: ...come back to China to do a degree in music.

Example

Well actually I have several ambitions. I think in the future I would like to be a teacher because it's a meaningful job. But I would also like to go abroad to further my education and gain a better understanding of foreign cultures. And thirdly, I would like to take a degree in music, because I think that by studying music you can learn how to appreciate beauty.



E: Do you think you'll achieve your ambition?

S: Yeah, I think I...

说明

In this instance the student takes too long to respond, so the examiner moves on to the next question. There are three possible ways of answering this question. One way is to say “yes” and then give reasons why. The second is to say “no” and then outline the major challenges against achieving one's ambitions. The third option would be to answer with, “It's hard to say (不好说).” and then illustrate both the reasons for and challenges against achieving the previously stated ambition.



E: And do you think you are an ambitious person?

S: No, I don't think so. That's I want to be a teacher. I don't want to have much money and something else.

The student might be confused by the word "ambitious (有雄心 / 野心的)" which is actually neutral (中性的). It does not necessarily have any negative meaning (贬义) unlike the word "aggressive (泼辣的, 嚣张的)".

误: That's I want to be a teacher.

正: That's why I want to be a teacher.

误: I don't want to have much money and something else. (means you want to be poor)

正: Money is not everything. (means money is important, but not the most important thing in life)



E: OK, and is it always good to be ambitious?

S: Um. I think it's hard to talk that. Maybe if one person is an ambitious person, she can do many things than others and she can be very successful. Maybe that someone else are not ambitious people and they maybe have a peace mind.

The student makes a better effort at expanding the answer, but grammar remains a problem.

误: hard to talk that

正: hard to talk about / hard to say

误: if one person

正: if one / if a person

误: Maybe that someone else are not ambitious...

正: While perhaps some people are not ambitious...

误: have a peace mind ("peace" is a noun; the adjective form is "peaceful" but in English we wouldn't say "have a peaceful mind")

正: have a more stress-free life / have less pressure



E: What do you see yourself doing in five or ten years?

S: Maybe I can achieve my ambition to be a teacher or also a student.

The student would do better to expand her answer by giving more details. She could, for example, talk about:

- i) where she plans to teach
- ii) what kind of school she intends to teach in
- iii) why she wants to teach.

Also, she could talk about non-work related issues such as whether or not she will be married, will live in China or abroad, etc.

E: And let's talk about another topic—food and cooking. What's your favourite food or meal?

S: Oh, it's cake. I like cake very much.

At this point it is becoming clear that the student's short answers are negatively affecting her fluency. Again, she should provide more details about what kind of cake she likes, if she likes other sweet things, how often she eats cake, etc. By adding other such things, you are NOT going to off-topic; you are expected to do this to add depth to your answer.

E: Do you like to cook?

S: No, although I'm a girl, I don't know how to cook.

The response, "although I'm a girl, I don't know how to cook (虽然我是个女孩儿,但是我不知道怎么做饭)" doesn't fit Western logic. In Western culture it would not be assumed (想当然) that women know how to cook and men don't.

误: although I'm a girl, I don't know how to cook (illogical connection)

正: like many other young girls in China these days, I'm not that interested in cooking + reasons = logical answer

E: OK, all right, and who usually cooks in your home?

S: My father. Maybe some families there are one's mother to be a cooker, but in my family it's father.



点评

The first sentence of any response in Stage One, no matter how simple, should be a complete sentence.

误: My father. (incomplete)

正: Generally speaking, my father does most of the cooking in our home. (complete)

Another obvious error in this response is the mispronunciation of the word “cook (做饭, 厨师)”. Many Chinese students add an [ʌ] or [ə] sound at the end of words.

发音的辨别练习

不带 [ə] 音

tall [tɔ:l]

sick [sɪk]

give [gɪv]

work [wɜ:k]

smoke [sməʊk]

带 [ə] 音

taller ['tɔ:lə]

sicker ['sɪkə]

giver ['gɪvə]

worker ['wɜ:kə]

smoker ['sməʊkə]



E: Is food expensive in your country?

S: No, I don't think it's expensive, maybe we have money, but maybe somebody else thinks it is expensive.

点评

Again, the sentence needs to be developed to avoid repetition and give a more complete response. The student should also point out that while she personally doesn't find it expensive to buy food, others might. Also, she could mention that the price of food varies a lot within China. As mentioned above, this sort of comparison shows sophistication and will result in a higher overall score.

Example

The food in some restaurants in China is dirt-cheap (非常便宜的, 像土壤一样廉价的) while some restaurants are really decadent and have outrageous prices...

表示“cheap”和“expensive”的方式

rock bottom price—very cheap

(price of something is) through the roof—very expensive

pay through the teeth—pay a lot for

pay dearly for (something)—pay a lot of

practically giving (something) away—very cheap



E: OK, and finally, are there any kinds of food you do not like?

S: Fried food I think...because it's bad for health.

点评

As mentioned above, the student needs to use complete sentences and provide more details. "Fried food" is very general and it is always wise to be as specific as possible. The student might give examples such as: fried chicken, hamburgers, French fries, fast food etc.

误: it's bad for health

正: it's bad for my / one's health

表示“不喜欢”的词汇

detest

disagreeable

disgust

dislike

loathe

reject

be abhorrent of

can't stand

don't care for

feel repulsion for / towards

have / feel a great repugnance to

hold...in abomination

not a fan of

not fond of

not wild about

take a dislike to

Stage Two



E: OK, let's stop here for Stage One and move on to Stage Two. I would like to give you a piece of paper. OK, I'm just going to prepare the topic for you. I'd like you to tell me about a city you've visited. You can take a look at this card for one minute and make notes. You have one minute to prepare.

Tell me about a city you have visited.


You should say:

where the city is located and when you went there

what people can see and do in this city

why the city is unique / well-known
and explain why your visit to this city was memorable.
One minute later...

 E: OK, and please begin talking now.

 S: OK, I had gone to Yichang city in Hubei province, you know Yichang? Yes, it's a very beautiful city and in Yichang there is great bar named San Xia bar, and in there, it has beautiful views and good person and even I find my boyfriend, and then I met his family members: his father, his mother, and grandpa, grandmother, yeah, a lot of people, and also a lot of comfort thing, then they gave me delicious food and beautiful clothes. I think I'm not in the city not just because the delicious food and cloth, and even not the person who are very kind I just love the city with the beautiful views and person and something else.

Grammar and a seemingly limited vocabulary prevent this student from doing as well in this section as she might. Again, words like “beautiful” are general and overused as the student uses the word to describe both the city and the views and the clothes. Instead of saying, “find my boyfriend (找到我的男朋友)” the student should use the word “meet / met (认识)”. Also, students should avoid words like, “something else” at the end of a sentence, as that basically tells the examiner you have run out of ideas. Grammar issues include “good person” which should be “good / friendly people” — a mistake made more than once here. Also, notice how the student mispronounces the word “clothes” [kləʊðz]: a commonly mispronounced word among Chinese students.

Scenery — green, picturesque, magnificent, peaceful, breath-taking, calm, hustle and bustle

Food — savory, mouth-watering, tasty, yummy, home-style

People — easy-going, outgoing, warm-hearted, down-to-earth, approachable

 E: All right, thanks. Let's go on to Part Three then.