



北京新航道学校雅思考试(IELTS)培训教材

新航道—语言教育创新者

胡敏雅思教材第4代

全新版

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雅思考试口语突破

IELTS

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Preface

Having taught IELTS preparation courses in China for four years, I have become familiar with the main problems students face when getting ready to take the test. This book aims to help students deal with these problems. The first three chapters of the book give an overview of the speaking test and its requirements in terms of the use of grammar and various parts of speech. The next three chapters provide sample topics and questions for *active* practice. Chapter seven provides some sample interviews.

One thing that students often say to me is that they do not know what to talk about. This is mainly a result of the education system in China, which does not encourage (and usually *discourages!*) students from thinking for themselves. So, the first aim of this book is to give students things to talk about. Each topic, for each part of the test, includes questions followed by vocabulary, phrases, and examples which can be used as a *basis* for answers. Remember, the vocabulary, phrases, and examples in this book should not be the *only* ones used – students should *supplement* them with others that they have learnt during their English studies.

Another problem that my students have had is that they are unaware of the type of questions and topics that appear in each part of the speaking test. This is often a result of false and misleading information being spread about the test on the Internet and by disreputable schools that ‘teach’ IELTS courses. The topics and questions I have included in each part of this book are appropriate to the section they are included in.

The other problem this book deals with is the need for students to have a clear study plan. The book contains outlines for 1-month, 2-month, and 3-month plans for students and teachers to use. The real problem here is with students. It is clear to me that students usually leave things until the last minute. Unless you use your English every day to do a variety of tasks, you can’t improve your English by much in less than three months. UCLES, which developed the IELTS test, says that it takes *3 months of study, in an English-speaking environment*, to improve by *one* band score. At the risk of offending people, I find it incredible that Chinese students attach so much importance to English and studying abroad, yet devote so little time to actually preparing for IELTS in an intelligent manner.

Students find it so easy to blame others or complain about their difficult situa-

tion when they have problems preparing for the IELTS test. Students love to get online after their tests and complain about the cruel examiners. They need to remember that *ultimately* the responsibility lies with *the student*. Get out and meet people and start *using* your English rather than blaming everyone and everything else for your inability to do well. If you don't want, or don't like, to go out and use your English, then it is clear that you need to rethink your plans to go to live and study abroad.

Acknowledgements

My students have had more to do with this than they may realise. I'd just like to mention a few of the memorable ones from the last course I taught. Thanks to Aaron for proving that practise works. Thanks to Lili for always being ready to argue. Thanks to Woods for working hard and in the right way. Thanks to Richard for being so intelligent, yet so modest. Good luck in Britain!

I'd also like to thank John at New Channel for making the publishing of this book possible, Jared, Steve, and Simon for their support here in Beijing, and my father for his close support, even though he's several thousand miles away.

Any opinions expressed in this book are my own and you are welcome to take me on in a debate if you disagree with them!

Good luck to all the students who truly wish to learn English and help promote international relations through educational and cultural exchange!

Mark Griffiths

前言

在中国做雅思教师已是4年，我十分清楚学生们在备考过程中面临的主要问题。本书的目的就在于帮助学生应对它们。书中前3章概括介绍雅思口语考试，及其对语法和各种词汇运用方面的要求。后3章提供话题和问题范例，以便进行灵活训练。第7章提供了模拟面试问答。

学生们常跟我谈起的第1个问题是他们在口语考试中不知该说什么。究其原因，这主要是由中国教育体制中不鼓励（经常是打击）学生独立思考造成的。因此，本书的第一目的是为学生提供谈论的话题。口试每阶段的每个话题都包含一些问题，并附有回答问题时所依据的词汇、短语和范例。请记住，所列词汇、短语和范例不是仅有的用法，学生们可以运用自己学到的英语知识加以补充。

第2个问题是学生们不了解雅思口试每阶段的常见问题和话题类型。原因在于互联网和一些不负责任的雅思培训学校对考试信息的误传和误导。为此，本书列出了适合每个考试阶段的常见话题和问题。

本书要解决的第3个问题是制定一个明确的备考计划。书中分别列出了1个月、2个月、3个月备考计划，以供学生和教师参考。但计划能否实施，关键还在于学生。我了解到学生们常常把事情拖到最后一刻才完成。如果每天不做各种各样的英语训练，要在不到3个月的时间里把英语提高一大步是不可能的。设计雅思考试的剑桥大学地方考试委员会认为，要提高一个分数级别需要在一个说英语的环境中花3个月的时间才有可能。恕我直言，中国学生那么注重英语和出国留学，而实际上却舍不得花时间理智地准备雅思考试。

在备考雅思过程中遇到问题时，学生们往往容易责备他人或抱怨自己条件太差。考试过后，学生们喜欢上网埋怨残酷的考官。但他们应该清楚，成绩的好坏最终在于自己。他们应该做的是走出去，接触社会，运用英语，而不是把自己的失败归因于周围的一切。如果你不想，不喜欢走出去运用英语，那么，很明显你的出国定居和留学计划就需要重新考虑了。

鸣 谢

感谢我的学生们，他们还没完全意识到自己对本书的贡献。这里提到的只是我最近所教班级中值得记住的几个人。感谢亚伦证明了练习的重要性。感谢莉莉总是提出反对意见。感谢伍兹辛勤而高效的工作，还要感谢理查德的聪明与谦虚。祝他们在英国一切顺利！

我还要感谢在新航道教育文化发展有限责任公司工作的约翰，是他促成了这本书的出版。感谢杰雷德，斯蒂夫和西蒙在北京对我的帮助，以及远在几千英里外的父亲的关怀和支持。

书中所述仅为本人愚见，如有异议，欢迎商榷。

祝所有真心希望学好英语的人们好运！祝有志于通过教育和文化交流促进国际关系的人们好运！

Mark Griffiths

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Chapter 1

Preparation for the IELTS Speaking Test

备考雅思口语考试

1.1 Introduction for Teachers 给教师的话

(Students should read this, too!) (学生也应该阅读)

As a teacher myself, I was eager to produce a book which would be 'teacher-friendly'. When teaching English classes, not only those specifically oriented towards IELTS, I have found the two main problems are motivating students to practice and getting students to *actively* use new vocabulary and structures.

作为教师,我急于写出一本便于教学的雅思口试用书。不仅是在专门面向雅思的教学中,还是在其他英语教学中,我发现了两个主要问题:不但要鼓励学生去练习,而且还要让他们积极地去运用词汇和语法结构。

This book clearly stresses practice. The simple fact is that in whatever field you care to name, a person's ability needs practice to develop. The topics and questions in this book are NOT taken from the IELTS test. They simply represent the kind of topics people all over the world talk about and the kind of questions people ask when discussing those topics.

本书明确强调练习。原因很简单,不管在什么领域,个人能力的培养都要通过练习,书中所列话题和问题并非出自雅思试题,而是世界各地人们常常谈论的话题,以及讨论这些话题时人们提出的问题。

In this book, I have provided vocabulary for each topic for each part of the test. Most of the vocabulary will not actually be new to most students, yet very few students will be actually capable of actively using the words in conversation or in response to questions. The purpose of this book is to change that. Do not be satisfied with basic answers to questions! You will not help your students by accepting short, general statements. Once you have introduced the topic and checked that your students know the vocabulary presented in these pages, there is no reason why they shouldn't be able to produce developed answers. The students don't need to use every new word they meet.

书中附有口试每阶段每一话题的相关词汇,对大部分学生来说,大部分词汇实际上并非生词,但很少有学生在对话和回答问题时能够真正做到灵活运用。本书的目的就在于改变这种状况。作为教师,不要只满足于学生能基本作答,只停留在学生给出简短概括的答案对他们没什么帮助。一旦你引入话题,扫清列出的词汇障碍,学生们就一定能够回答得有理有据、充分详实。回答时学生不必用上给出的所有词汇。

Some basic English structures are presented in chapter 3 of the book. Remember that this is not a grammar book and that the grammar and structures contained in chapter 3 are really designed to serve as a reminder for students. Students who cannot manage the structures to a reasonable standard simply shouldn't be in the class!

本书第3章列出了一些基本英语结构。请注意这不是本语法书，而且第3章所述语法与结构实际上只是作为一种提示和复习，不能正确理解掌握这些语法结构的学生不适合参加备考培训班。

When using this book, teachers and students should really work through the whole of chapter 2 to begin with. Deal comprehensively with the test format and criteria. Chapter 2 (hopefully!) contains the answers to any questions students may have. The pages devoted to grammar and structures are designed to ensure that students know what level of English is expected of them in the test. As I mentioned above, students who struggle with these pages shouldn't be in the class.

使用本书时，教师和学生应该从第2章开始，全面熟悉和掌握测试模式和评分标准。希望第2章能解答学生可能遇到的所有问题。语法与结构部分旨在让考生清楚雅思口试所要求的英语水平。正像上文所提到的，对这些语法与结构难以理解的考生不适合参加雅思培训班。

The three sections containing practice questions can be done in a more flexible manner. I would suggest three possible approaches, which can be combined to a certain extent.

1. Elicit suggestions from students regarding topics they would like to focus on. Suggest that they select topics they feel less confident about.
2. Work through the topics in the order in which they are presented. Some of the topics use similar vocabulary which means that it can be reinforced as new topics arise.
3. Select topics which are related in some way, such as the part 2 questions "Tell me about one of your parents" and "Tell me about one of your friends". The vocabulary for these two topics has the same basis (appearance, character, likes/dislikes).

口试的三个阶段都含有练习题，教学时可以灵活处理。特建议3个可行办法，它们在一定程度上可以混合使用。

- 1、让学生们选择他们想重点谈论的话题，听取他们的建议。建议他们选择不太有把握的话题。
- 2、按书中所列话题顺序进行讨论。有些话题涉及的词汇很相似，随着新话题的出现，这些词汇被进一步强调。
- 3、选择在某些方面相关的话题，比如第二阶段中的两个话题：“谈谈你的父母”和“谈谈你的朋友”。与这两个话题有关的词汇基本上是相同的（比如描写外表、性格、好恶的词汇）。

Encourage students to be imaginative and thoughtful. Certain topics and questions (e.g. "Tell me about your ideal home.") truly give students the scope for original, highly individual answers. These topics and questions often work well when given as homework, because students will need to check new words which might take up valuable class time.

鼓励学生充分想象和思考，某些话题和问题（如：谈谈你理想的家）为学生提供了一个

独创的、极具个性的空间。把话题和问题作为作业布置下去，课上就可以进行充分讨论。因为学生们讨论前需要弄清新词的意义，如果不提前布置话题和命题，会花去大量宝贵的课堂时间。

Students should be encouraged to ask each other 'follow up' questions (questions arising from answers given to previous questions), as this may well happen in the IELTS test – and will certainly happen in seminars, tutorials, and everyday conversation abroad.

应鼓励学生相互提问、刨根问底（后面的问题紧跟前面问题，一环紧扣一环）。雅思口试也是常常如此。当然这在国外的研讨会、小班课和日常谈话中也屡见不鲜。

Students should also be encouraged to use compensation strategies when necessary. Many IELTS books already have several pages of these, which is overdoing things. A few simple phrases like “Sorry, I didn't express myself very well!”, “Could you repeat that, please?”, and “Could you rephrase that, please?” are quite sufficient. “Uh?” makes the student sound like a caveman, not a university student!

还要鼓励学生，在口试过程中，必要时可采取补救措施。许多雅思方面的书对此已有说明，而且有赘述之嫌。几句简单的话就可以了，如：“对不起，我没表达清楚。”“请再重复一遍好吗？”和“请再解释一遍好吗？”如果只是“嗯？”会让人觉得该生像个傻子，哪是大学生呀！

1.2

Suggested Study Plans for Students

学生备考计划

The 3-month Plan—Prepare at ease! 3个月计划——从容备考

As I mentioned in the introduction, I strongly recommend that students allow themselves adequate time to prepare for the IELTS test. This means three months.

The first three chapters of the book should take eight days to cover. The rest of the first month should be spent on the part one topics (of which there are 42). If you cover two topics a day, that will take three weeks. The second month should be spent on the part two topics (of which there are 68). At the rate of three a day, that will take 23 days – a little under a month. The third month should be spent on the part three topics (of which there are 38). At the rate of one a day, that will take just over a month to complete. Each day will involve 2-3 hours of intense work – enough to push you, but not drive you crazy!

Total days: $8 + 21 + 23 + 38 = 90$.

正如我在前言中提到的，我极力建议学生们为自己留出足够的时间准备雅思考试。这需

要3个月。

在第1个月里,前8天读完本书的前3章,其他时间进行口试第一阶段话题的训练(共42个话题)。每天进行2个,全部完成需要3个星期。第2个月进行第二阶段话题的训练(共68个)。如果以每天3个的进度,可在23天内全部完成(不到1个月)。第3个月就应该进行第三个阶段的话题了(共38个)。每天1个的话,要花1个多月(超时了)。照这个计划,你需要每天紧张学习2个-3小时;虽然有些急迫,但不至于手忙脚乱。

总天数: $8+21+23+38=90$

The 2-month Plan—Prepare in a rush! 2个月计划——匆忙备考

A two-month study plan would mean either missing some topics out completely or doing more topics each day. Both of these options involve risks. With the first solution, you risk starting to guess which topics might be in the test. With the second option, you risk overloading yourself. With the first solution (reducing the number of topics you cover), the plan depends on you. If you go for the second option, you could try eight days for the first three chapters, then do three part one topics per day for the next two weeks. Then do four part two topics each day for the next 17 days. Finally, do two part three topics each day. Each day will involve 4-5 hours of solid work – you will need to be very disciplined!

Total days: $8 + 14 + 17 + 19 = 58$.

要在2个月内完成本书的全部训练内容,你或者完全略去一些话题,或者每天进行更多的训练。这2种选择都有其风险。第1种做法的风险在于你要猜测口试中可能出现哪些话题,从而略去其它。而第2种做法又会加大你每天的训练量。

照第一种做法,你会略去一些话题,至于如何筛选就取决于你了。如果采用第2种做法,建议你试着用8天时间完成本书前3章。接下来的2周内每天练习3个第一阶段的话题。之后的17天进行第二阶段话题的训练,每天4个。最后完成第三阶段话题,每天2个。完成这个计划需要你每天连续学习4个-5个小时,要管住自己呀!

总天数: $8+14+17+19=58$

The 1-month Plan—Prepare like a madman! 1个月计划——疯狂备考

A one-month study plan would mean either missing a lot of topics out completely or doing several topics each day. I can really only recommend this if your English is already pretty good. With the first solution, you risk starting to guess which topics might be in the test, just like with the two-month plan. With the second option, you risk overloading yourself unless your English is already solid.

With the second option, you could try five days for the first three chapters, then do five part one topics per day for the next eight days. Then do eight part two topics each day for the next eight or nine days. Finally, do four part three topics each day, which will take nine or ten days. Each day will involve 6-8 hours of solid work – say good-bye to family and friends unless they are

going to speak English with you!

Total days: $5 + 8 + 8 + 9 = 30$.

为期1个月的计划意味着你或者完全略去大量话题，或者每天训练好几个。如果你的英语已经相当不错，我的确应该给你出此建议。按照第1方案，你可以像2个月计划那样猜测口试中可能会出现的话题。若按照第2方案，除非你的英语相当棒，不然你可能会紧张万分。

采用第2方案，首先你可以在5天时间内突击完本书前3章。接下来的8天每天训练5个第一阶段的话题。然后用8天-9天时间完成第二阶段的话题，每天8个。最后进行第三阶段，每天4个，这要花上9天-10天。执行本计划需要你每天连续拼搏6个-8个小时。暂时离开家人和朋友吧。但如果他们要和你谈英语则另当别论！

总天数： $5+8+8+9=30$