

# IELTS

## 最新 雅思考试胜策

◎ 口语

修订版

□ 黄若妤 编著



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## 再 版 前 言

说现在是追梦的年代,想必会得到越来越多的人士的认同。为追求自我发展,跨越国门求学工作正日益成为一个高频度的选择和重要的方向。许多人也为此而做了不懈的努力。毋庸讳言,实际的结果往往因为英语口语能力测试成绩的不同而导致有人欢喜有人愁。分析造成英语口语能力测试落败的原因常常是与其认识与准备不足或盲目训练有关。

IELTS口试的目的是评估考生用英语进行实际交流的能力,尤其是考生在学习、工作和日常生活中有效的语言交际能力。该口试要评估的是考生能否自然、流畅而准确地运用语言来完成自己生活、学习和工作中出现的真实的语言交际任务,因此它是一种任务型口语测试。其任务源于真实生活,具有真实交际价值。口试不仅话题广泛,涉及工作、学业和社交生活的方方面面,而且形式灵活,既有信息交流对答,也有个人表述独白,还有观点交锋的双向深层次讨论,其难度逐级递进、层层深化。口试通过检测考生的语言表达是否流利和连贯,掌握了多少词汇量,能否准确得体地使用词汇和语法结构,发音是否正确而不至于产生交流障碍等方面,来达到检测考生是否具备良好的语言表达能力的目的。很显然,通过口语能力测试代表应试者的英语口语水平达到了一定的高度。必须强调,客观上语言学习存在入门容易提高难的问题。其成绩的取得,应是一个量变到质变的过程,需要广大考生厚积薄发,做好准备。另一方面,IELTS口试是一套独特而完整的测试体系,背后有科学的语言观和国际先进水平的任务型测试理论作其强大的后盾,具有国际公认的客观性、公正性,科学性、系统性和权威性。此外,IELTS口试需直面考官,可谓斗智斗勇,更需灵活应对,因此有针对性的训练和准备是不可或缺的。这就比较容易理解:为何不少IELTS口试的应试者,即便基础不错者,在参加了IELTS口试后反映:考试结束,心中无甚把握。

工欲善其事,必先利其器。本书作者长期以来坚持以语言学与应用语言学理论及语言认知规律指导IELTS测试的研究与培训教学工作。结合11年来IELTS口语培训班教学的实践,向读者推荐以熟悉IELTS口试的程序与要求、细心领会考官问题的设计规律与原则、重点掌握训练策略与方法、进行切中要害的针对性真题训练为核心的应对IELTS口试的快节奏“四步曲”,并以此为框架,构思和完成本书的写作。

本书自面世以来,一直得到业界、尤其是广大考生的推崇和厚爱。基于人生的意义在于“不断超越自己”的理念,作者与时俱进,根据读者水平不断提升的实际,结合近年来考试内容的更新,不断总结、借鉴IELTS测试最新研究成果及其发展趋势,推陈出新、完善本书的再版修订。

全书共分4章,第一章是IELTS口试概述,总体介绍IELTS口试的目的、程序、评分等级和IELTS口试的四个测评标准,详细解读等级指标及评分标准的实际内涵及其延伸意义,着眼于让每个考生通盘了解IELTS口试,做到心中有数。

第二章是IELTS口试问题设计原则和规律。作为一种不断走向成熟与科学的规范化考试,IELTS口试是有章可循、有律可依的,关键是对其进行研究以资借鉴。在本章中,作者通过对多套口试真题的详尽分析,结合预测口试可能的变化和走向,从测试模式、提问内容以及对语言表达技能的考查范围等方面,总结提炼了“考官规范”问题设计八大规律,供读者把握。本章还提供了根据考官提问规律而精心设计的、旨在从根本上提高IELTS口语应试能力的IELTS口语5大句型及常用谓语动词时态的经典例句和问答范例的浓缩训练套餐。事实上,所有范例都力求“经典与现代”交融,体现IELTS口试近年来的最新发展动态,更是当今社会真实语言交际的“晴雨表”。考生务必反复诵读,直至烂熟于心,脱口而出。期望本章能给读者一个惊喜。

第三章是IELTS口试训练策略和方法。口语能力是一种综合的反映,IELTS口试尽管时间短,但衡量的标准是明确的,涵盖了流利与连贯、词汇量、语法、语音等诸多方面。必须在这几个方面分别取得突破,

并进而形成一种综合的口语能力,最后才能取得理想的成绩。对此,我们按语言学习规律来编排章节。考生要琢磨透彻相应的训练策略和方法。期望本章给读者以启迪——迈稳每一步,并从中最大地获益。

第四章为IELTS口试真题训练。熟能生巧是我们的信条。口语能力是训练出来的而不是规定出来的。本书在此章中,作者有意识地按口试的程序为考生提供最具有普遍意义的真题场景训练。在简单介绍与一般性提问部分,我们精选和增补至20个经典与现代交融的主流话题;而在个人长谈和拓展话题部分,我们则从交际功能的角度,按描述现在(descriptions)、回忆过去(memories)、比较事物(comparison)、叙述过程(process)和虚拟推测(speculation)五大语言功能精心组织了45个高频经典话题。这些话题及其拓展既演绎了IELTS口试万变不离其宗的本质规律,又充分体现当今世界生存和发展的主旋律。读者应把握其精髓,悉心操练、各个击破,尔后进一步理顺话题之间的内在关联,有条不紊、举一反三、灵活驾驭各种话题。只有这样,才能不断从中感悟和领略IELTS口试的真实风貌及其问题设计规律。

在本章中,我们主要针对真题场景的热点和难点问题给出参考答案。尤其期待能给读者朋友提供具有拓展思维、多视角、多层次的开放性答案。答题示范中,三角箭头符号“>”表示该部分为完整的应对答案,大星号“☆”则表示只提供相关答题思路和关键词,而着重号“●”则表示某一思路的几个要点。在操练过程中,读者可以从中提取最适合自己认识水平的东西,并在自身语言水平的基础上加以拓展,举一反三,从而形成有自己鲜明个性色彩的答案。

与同类书籍相比,本书在以下方面有所突破:

1. 首次归纳出IELTS口试“考官规范”问题的设计原则和规律;
2. 强调IELTS口试训练策略与方法是有机整体。针对不同的环节和测评标准,采用不同的策略与方法,各个击破,再结合考前强化训练,不可偏废;
3. 点明口语能力是训练出来的。保证一定强度的针对性训练,用英语思维,结合举一反三,可以从容应对IELTS口试。

好的参考读物对于报考者的成功,往往能够起到“四两拨千斤”的作用。衷心地希望读者在这追梦的年代顺利圆梦,让成功的佳音不断传出。如是,作者便最感欣慰了。

最后,衷心感谢高等教育出版社外语出版中心的领导和编辑在总体策划、内容编排、版式设计方面所做的大量工作。衷心感谢剑桥大学出版社的专家同行在提供权威资料方面的无私奉献。我还要特别感谢来自英国的IELTS测试专家和IELTS口试考官Eileen Pete在本书的审校中所付出的巨大努力和建设性提议。在编写此书过程中,我参考了很多文献,听取了多方面人士的意见和建议,难以一一列出,在此谨表深深的谢意和歉意。

凡事预则立,不预则废。

追求是无限的——谨以此与诸君共勉。

黄若好

2009年10月

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# CHAPTER ONE

## 第一章

**IELTS** □ 试

概述



## 本章提要

本章总体介绍IELTS的口语测试体系。首先介绍IELTS口试的目的、程序与评分等级制，然后就IELTS口试的4个测评标准及其内涵进行深入而独到的界定和分析，帮助考生把握IELTS口试的总体要求，并从自身的实际情况出发，按照测评标准进行有针对性的准备，成功应对IELTS口试。





## 第一节

## IELTS口语的目的、程序与评分等级制

### IELTS口语的目的

IELTS口语考试的目的是评估考生用英语进行实际交流的能力，尤其是考生在日常生活中有效的语言交际能力。该口试要评估的是考生能否自然、流畅、自发而准确地使用语言来描述自己的工作、学习、生活以及自己的想法和观点。通过检测考生的语言表达是否流利和连贯，掌握了多少词汇，能否准确得体地使用词汇和语法结构，发音是否正确而不至于产生交流障碍等方面，来考查考生是否具备良好的语言表达能力。

IELTS口试的“考官规范”(Examiner Frame)分三个阶段，设置了测试内容和目标。

第一阶段：检查考生能否流利地使用社交问候语，提供个人信息的能力及陈述事实的能力。

第二阶段：检查考生能否在较短的时间内，快速组织自己的语言，就某一熟悉的一般性话题或个人话题进行描述，提出自己的看法。内容包括提供事实、描述过程、比较差异、解释原因。

第三阶段：检查考生能否使用英语参与讨论，表达自己较深层次的观点。考查考生的表述是否语法错误较少，思路是否连贯，语言表达是否准确。考官在这一阶段有较大的自由度。他们可以根据考生的口语水平有选择地组织既宽泛又抽象的讨论，并由此对考生口语水平做出准确评价。

### IELTS口语的程序

IELTS口试共分三个部分，每一部分都有其特定的目标和要求。下面对这三个部分进行详细介绍和分析。在阐述特定的目标和要求的同时，为考生提供了丰富的例证进行分析、比较，考生会对IELTS口试的每一部分要求有切实的体会，从而进一步理解和把握口试的宗旨。



## 第一部分 (4~5分钟)

## 彼此介绍并谈论一般性话题 (Introduction and Interview)

在这一部分,考官首先介绍自己并确认考生身份;接着考官开启录音机,报出考试名称、时间、地点和本人姓名,考生报出自己姓名。为确保考生不因紧张而影响其真实语言水平的发挥,考官一般都会尽可能以十分友好的方式开始提问,帮助考生尽快稳定情绪。例如:

Hello, my name is Michael. Can you tell me your full name, please?

Aha, and what can I call you?

OK, can I see your identification, please?

What would you like me to call you?

It's a fine day, isn't it?

What do you feel like doing in weather like today's?

然后,考官会根据考生的一些个人资料 (Personal Particulars),从“考官规范”中抽取若干问题提问。这些问题主要涉及家庭背景、工作情况、学习和教育、兴趣和爱好以及考生相当熟悉的其他一般性话题。当然,这部分有时也会出现与第三部分类似的、趋于抽象性的问题。这部分进行大约4~5分钟,考官大约向考生提10个问题,但在这一阶段考官会严格把握时间,不会关注问题的数量。考生应尽可能充分地回答考官的问题——即提供具体和有效的信息。

例如,试比较下面的回答,判定哪些答案更充分、更确切:

1 Where do you live?

Candidate A: In Xiamen.

2 Where are you from?

Candidate B: Well, I was born in Tianjin, but I've lived in Beijing since I was six years old.

3 What do you like doing in your spare time?

Candidate A: Sleeping and watching TV.

4 Can you tell me a little about your job?

Candidate B: Yes. I work in an import & export company, which deals mainly with customers in Canada and the US. I'm Assistant Manager in the Sales Support Division.

显然,第二和第四个问题的回答比第一和第三个问题的回答更完整、更充分。

让我们再来比较一下两段较长的对话:

## Interaction A

E = Examiner

C = Candidate

E: Can you tell me something about Chinese food?

C: Well, it's famous.

E: Why is it famous exactly?

C: Because it tastes delicious.

E: Do you use any special ingredients to make it taste so good?

C: Yes, of course.

E: Can you give me some examples?

C: Well, we use spices a lot.

**Interaction B**

E: Can you tell me something about Chinese food?

C: Ah yes. We're famous for our cooking, especially in my home province, Sichuan. We have a lot of very spicy food which some foreigners find too hot, but the spices are essential for the flavours we like.

E: So what are the typical ingredients in Sichuan cuisine?

C: We use a lot of pork in our dishes, as well as "doufu", that's beancurd, and "ma", a herb that numbs your tongue.

显然, Interaction B 中考生的回答好得多, 展开得更充分, 可以让考官对考生的口语能力有一个好印象。

**第二部分 (3 ~ 4 分钟)****—— 个人表述 (Individual Long Turn)**

在这个部分, 考官给考生一张话题提示卡 (Verbal Prompt Card) 和纸笔。考生有一分钟的准备时间, 可以利用这一段时间迅速筛选信息, 或记下几个想要表述的重点。然后考生必须就提示卡所涉及的话题进行较长时间 (1 ~ 2 分钟) 的表述、拓展性解释或主观评价。考生必须比较迅速地理清思路, 组织好自己的语言。接着考官根据考生所表述的话题, 提出 1 ~ 2 个直接相关的问题作为结束。

这部分的话题仍然是考生熟悉的、日常生活中常见的: 有描述人物的, 如最好的朋友、最熟悉的孩子、最喜欢的明星或名人; 也有描述事物或经历的, 如最喜爱的电视节目或歌曲、常用的器械或工具、理想的家居住房、一段难忘的时光、一次有趣的游览、一次成功的经历等等。问题的排列一般遵从由表及里、由浅入深的原则。

下面是一个示例。考官给考生下面这张话题提示卡:

Describe a teacher who has greatly influenced you in your education.

You should say:

where you met him / her

what subject he / she taught

what was special about him / her

and explain why this person influenced you so much.

1) 告知要谈论的主题 (Main Topic)

2) 提示要展开的三个细节 (Three Details)

3) 进一步延展的副主题 (A Further Topic)

示例中的问题遵循了由表及里、由浅入深的提问思路。

主题: 对你最有影响的老师

细节: 相遇地点——所教科目——特别之处

延展的副主题: 对其影响力的主观评价

考生在进行个人表述时首先要引出主题。就其细节而言,我们很难说,哪个细节更为重要,有些考官只将其视为提示而已,而另一些考官却非常关注考生是否漏掉某一细节。对延展的副主题必须有所侧重,为确保表述有内容并基本符合提问要求,考生应尽量涵盖大部分问题,同时又有所侧重,做到有头有尾、详略得当。考生最好在准备期间根据所给话题在草稿纸上写下几个相关要点。

例如:

Mr. Deng Chuanxiao  
Number 2 Middle School, Guangzhou  
Physics  
Special qualities - took teaching seriously  
- well prepared  
- interested in everyone  
- sense of humour  
Influence on me - helped me learn what learning is about  
- never give up  
"When the going gets tough, the tough will get going!"

考生可以在发言中根据这些要点来组织自己的思路。首先引出主题,然后展开三个细节,最后充分表述或解释提示卡中延展的小主题。最好的做法就是:考生要善于间接引用提示卡中的用语来引出每一个部分。

例如:

C: Looking back, I think one of the teachers who really influenced me a lot was Mr. Deng Chuanxiao. He was the physics teacher at my middle school in Guangzhou, and he taught me in early 1990s. I suppose he was in his late thirties at that time, and I'd say he had three very special qualities. Firstly, he took his teaching seriously. He was always well prepared for giving his lessons. For example, he wrote up on the board the main points he was going to cover during the lesson, and then at the end he always checked what he'd written and made sure he'd covered everything. Then he seemed interested in all the members of the class — the weak students as well as the clever ones, and that impressed me. And finally, he had a good sense of humour. I think physics can be pretty boring sometimes, but when he thought we'd stopped paying attention, he'd tell us a quick joke, and that would wake us up and he could go on with the lesson.

When I think about the influence Mr. Deng had on me, I can come up with two things. Most importantly, he helped me learn what learning is all about. What I mean is, he didn't just teach us a subject, he taught us how to carry on learning about the subject after the classes had ended. For example, he said that we should always try to keep an enquiring and open mind: physics wasn't just a subject in textbook; it was a way of looking at and trying to understand the way in which the world works. And the second thing I remember is that he persuaded us never to give up when we found things were difficult, I say the words that Mr. Deng used to say to us with a very cheerful grin: "When the going gets tough, the tough will get going!"

当考生说完,考官根据他(她)所说的内容提一到两个问题(Follow-up Questions)。例如,在上面的谈论结束后,考官可能会问:



1. How did Mr. Deng help the weaker members of the class?
2. How did he challenge the stronger members to perform even better?

这些问题意在过渡，使本部分有一个自然的结束。考生不需再次长谈，紧扣问题，简练作答即可。

### 第三部分 (4 ~ 5分钟)

#### —— 深入交谈 (Two-way Discussion)

本部分是口试的最后阶段，考官要求考生回答与第二部分话题有关的问题，是第二部分的延展和深入，其问题趋于宽泛、概括和抽象。不过，考官在这部分考试中会有一些的灵活性，可以根据“考官规范”的提示，组织自己的语言提问。尤其在措辞方面，考官会考虑考生的理解力调整自己的语言，甚至也可以把自认为比较难答的问题留给自己认为水平较高的考生。例如，根据上面的话题，考官可能问：

In general, which do you think plays the most important part in the learning process: the teacher, the textbook, or the students themselves?

或者：

In the Chinese educational system, some people would say that examinations play a dominant role. Do you think their effect on classroom learning is a negative or positive one?

然后考生提出对这个问题的看法或发表评论，回答考官提出的更进一步的问题。一般来说，考官是要评估考生能如何准确地表达和维护自己的观点。考生回答时要观点鲜明，不要模棱两可。因此讨论可能会是如下：

E: In general, which do you think plays the most important part in the learning process: the teacher, the textbook, or the students themselves?

C: Ideally, I think the students should play the most important part, because they must be responsible for their own learning: the teacher and the textbook are just there to help the learning happen.

E: You say “ideally” — are you suggesting this isn’t the case in reality?

C: Well, in my experience, teachers teach the book, regardless of what the students need or what to learn, so no, I don’t think you can see many learner-centred classrooms in China today.

E: Why do you think that is?

C: To my mind it’s because very few teachers are really trained in up-to-date teaching approaches. As a result, they teach in the same way as they were taught themselves — so they rely on the textbook and teach to the exams. But maybe things are beginning to change — I’ve heard that middle schools in Shanghai, for example, are using new textbooks and new teaching techniques.

E: Mmm, and so how would you increase the rate of change in Chinese schools?

C: Oh, that’s a big question. I think education departments should set up one or two well-equipped model schools with well-trained teachers, so that other teachers could come and see what it is possible to achieve in the classroom. And I’d encourage the students themselves to learn how to learn, so that they used their study time more effectively.

E: Are you suggesting that students are rather too passive in class?

C: Well, it’s a generalization, but yes, I know when I was studying in senior middle school, at first I didn’t give much thought to why I was studying or what I actually needed to learn. I just

relied on the teachers, but as I mentioned before, I was lucky, and had Mr. Deng, and he made me and my classmates start to pay more attention to how we learnt as well as what we learnt.

从上面的对话中可以看出,考官是在鼓励和引导考生澄清并举例说明自己的观点,预测解决问题的可能方法。一般说来,尽管第三部分涉及的问题会比较抽象和广泛,但考生回答时却应尽可能具体化;联系自己的实际,用相关的事例说明看似复杂的事物,使之变得简单明了。这不仅能使考生拓宽思路,有话可说,而且更容易使考生驾驭语言交谈的进程和走向。与此同时,由于这部分的问题经常侧重于就某一话题回顾过去、描述现在和展望未来,因此考生在组织语言时应特别注意正确使用动词的时态等。

## IELTS口试的评分等级制

IELTS口试的评分按照1到9分,共分9个分数等级。其分数由四个方面的语言使用标准衡量和评定。这四项语言标准包括:

- A. 流利 (Fluency and Accuracy)
- B. 词汇 (Vocabulary)
- C. 语法 (Grammar)
- D. 发音 (Pronunciation)

需要注意的是,2008年8月后,IELTS官方机构对IELTS口试评分标准进行了调整和完善,不过并没有改变口语测试难度。此前,对考生在流利、词汇和语法方面的考核都是实行1~9级9个档次,而唯独对“发音”的考核仅有4个档次——8分、6分、4分和2分。而调整后,考官可给出1~9分之间的任何一个分数。由此将发音与流利、词汇和语法其他三个标准纳入统一分数考核标准。“发音”的考核标准修改,对连读、重音等设精细标准,强调考生发音的准确性,减少了考官主观评断的因素。这使得考生在平常练习或训练中“有规可循”、“有律可依”。如此,更有利于考生扎扎实实提高口语能力,以充分体现IELTS测试的宗旨和目的。

例如:

流利得6分,词汇得6分,语法得5分,发音得6分,总分23,口语成绩6分。

流利得7分,词汇得5分,语法得4分,发音得7分,总分23,口语成绩6分。

流利得5分,词汇得6分,语法得5分,发音得6分,总分22,口语成绩5.5分。

下面我们来解读每个分数等级的具体要求。

**9分** Essentially it means the candidate is fluent and if there are any mistakes they are no different from the ones that native speakers make from time to time. This score is rarely given to candidates, although it is out of question.

解读:实质上,9分意味着考生交谈起来非常顺利,能够脱口而出,思维全然摆脱了母语的影响,语言自然、流畅而又准确、得体,几乎近于英语母语人士。在交流中错误的产生与母语人士有时所犯的 error 没有差别。尽管对于某些考生来说,得9分是完全没有问题的,但很少有考生能得到9分。

**8分** The candidate is exceptional speaker with barely any mistakes. The mistakes he makes are usually those made when he is discussing unfamiliar topics. He may have some pronunciation differences with a native speaker that relate to the rhythm and stress of the language, but he is quite easy to understand. His vocabulary is highly developed although a few words may be lacking.

解读：考生在表达上几乎没有错误，是一个出色的表达者。错误通常是在讨论他不熟悉的话题时才出现。他有可能在语言重音和节奏方面与英语母语人士存在语音差异，但母语人士能够相当顺畅地理解他所表达的意思。他的词汇量很大，但在某些“小词”的把握上有欠缺，偶然有不够符合习惯的地方。

**7分** The candidate is very comfortable speaking on a variety of topics, not just the ones that are easy to predict. The candidate is smooth when he speaks with barely any hesitation. From time to time, mistakes and sloppy sentences occur, and there are some problems with vocabulary, but a native speaker would have no difficulty communicating with this kind of candidate, as long as he is tolerant of some weaknesses. Typically, a band-7 speaker can talk in some depth about an issue.

解读：考生能够很自如地谈论很多话题，不仅仅是那些容易被预测的话题。考生交谈时很流利，几乎没有任何迟疑的现象。母语有时会起干扰作用，不时会出现一些错误和无条理的句子，在词汇上也有一些问题。但一个以英语为母语的人士，只要他能容忍一些错误，与这类考生交谈是没有任何困难的。一般而言，一个能得7分的考生能就一个话题进行较深层次的讨论。(能达到此分数以上的考生通常不会超过10%)。

**6分** The candidate uses English competently, and often can handle speaking complex sentences. There is usually no difficulty understanding the message, but there are a number of inappropriate expressions. Some are either too formal or informal; others are not fit for the conversation. The candidate often has the ability to speak well, but is nervous or lacks self-confidence. Also, some grammatical errors are made, although usually small errors that do not considerably change the meaning of what he says.

解读：考生有足够运用英语的能力，在谈话中经常使用到复杂句。通常不存在理解方面的问题，但有许多不合适的表达。有些表达要么太正式、要么太随意；还有些则不太适宜用于某特定场合的交谈。考生经常是有能力说得很好，但是比较紧张或缺乏自信。同时，也存在一些语法问题，但是这些小错误并不会改变他要表达的意思。

**5分** The candidate can communicate his message and be understood without the interviewer straining to understand the meaning. However, the candidate makes many errors in pronunciation and grammar, and struggles to remember vocabulary.

解读：考生能够将自己的信息传达给考官，并使考官能理解他的意思。然而，考生在语音和语法方面有许多错误，并且总是在试图去搜寻大脑中的词汇。(5分是口试中最常见的分数，比起4分的考生，出错相对少些，也相对流利些。但在第三部分口试一旦深入，考生即感吃力。)

**4分** The candidate is able to speak in some areas, but has a lot of problems using English in a variety of topics or questions. He typically is unable to use complex sentences and there is so much stalling and so many grammatical errors that communication is slow and cumbersome to listen to.

解读：考生在某些领域能用英语交流，但在大多数话题和问题上使用英语时还存在着许多问题。最典型的是考生不会用复杂句式。在交流中经常出现支支吾吾的现象和太多的语法错误，语言粗糙，以致交流不是很顺畅。(4分也是很常见的分数，口试进入第二部分，考生的困难即开始显现)。

**3分** The candidate can form some general sentences, but if the conversation gets too specific, it breaks down. The candidate is likely to stutter and stall so much that the