

ELTS



环球雅思**金牌**讲师厚积薄发，多年教学经验**倾力**奉献

经典话题一网打尽

精细系统梳理雅思考试全部口语**语言点**

实用精准的应试**技法**

典型**全面**的口语话题

黄若好 卢植 编著

资深专家，庖丁解牛◎步步为营，逐一突破
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雅思

YASI DAOJISHI



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口语教程



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世界潮流浩浩荡荡，我们正处在一个综合转型的社会和时代。适应不能改变的而改变能够改变的，日益成为每一个身处其中的我们所选择的适用于工作和生活的信条。雅思考试的引入及其所彰显的“opening doors, creating opportunities”理念，聚焦着越来越多的目光，正以一种无声的力量，鼓舞着众多有志奋斗实现自我价值的青年才俊。恰如市场上无形的手，它召唤着欲前往海外生活和工作寻梦的人士。

如何才能快捷而顺利地通过雅思考试呢？

答案诚然见仁见智，因人而异。就考生而言，很重要的工作就是需要深入了解考试特点和规律，需要结合自己的情况，借助一定的参考读物。实践已经证明而且还将继续证明，好的参考读物对于考生的成功往往能够起到“四两拨千斤”的作用。

就雅思口试而言，其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。口试话题广泛，涉及工作、学业和社交生活的方方面面。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，雅思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，雅思口试需直面考官，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雅思口试的应试者，即便基础不错，在参加了雅思口试后反映心中无甚把握。

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雅思测试的研究与培训教学工作。结合十余载雅思口语培训班教学的实践，根据目前参加雅思考试者越来越多、读者水平不断提升的实际情况，作者与时俱进，不敢懈怠，不愿自满，怀着一颗虔诚的心，紧密结合近年来考试内容不断出新的情况，不断总结、借鉴雅思测试最新研究成果及其发展趋势，推陈出新，围绕以熟悉雅思口试的程序与要求、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雅思口试的快节奏“四步曲”，以雅思经典高频话题为主线，精选21个话题，并按照雅思口语测试三个阶段的框架结构和演绎话题，一天一精练。以此为基础，构思和完成了本书的写作。

本书的绪论部分是雅思口试概述，总体介绍雅思口试的目的、程序、评分等级和雅思口试的四个测评标准，准确解读等级指标及评分标准的实际内涵及其延伸意义，精准解剖雅思口语测试规律与动向，着眼于让每个考生通盘了解雅思口试，做到心中有数。特别推荐考

生高屋建瓴，了解和掌握雅思口语“考官规范”的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，雅思口语有章可循、有律可依，关键是对其进行研究以资借鉴。在本部分，作者通过对雅思口语真题的多年跟踪和研究分析，综合预测口语可能的变化和走向，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，供考生把握。本部分还提供了根据考官提问规律而精心设计的、旨在从根本上提高雅思口语应试能力的雅思口语5大句型及常用谓语句时态的经典例句和问答范例的浓缩训练套餐。考生务必反复诵读，直至烂熟于心，脱口而出。期望本部分能给读者一个惊喜。

绪论之后的21个单元为一天一练的最新演练话题。每个单元的话题以话题核心词汇链接、真题荟萃、高频问题应对思路和范例三个模块组构和编排。词汇链接是话题核心词汇，也是相关真题答案的脉络和纲领。它源于真题，又高于真题。这些词汇是根据话题信息模式和心理词汇最有效的组织方式编排在一起的，符合词汇高效记忆和激活规律，有利于读者有效备战雅思口语，达到事半功倍的效果。同时，熟能生巧是我们的信条。口语能力是训练出来的。作者有意识地按口语的程序为考生提供最具有普遍意义的真题场景训练。这些话题及其拓展既演绎了雅思口语万变不离其宗的本质规律，又充分体现了当今世界生存和发展的主旋律。所有话题、真题及应对思路和范例都力求“经典与现代”交融，体现雅思口语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”。考生必须在每个话题取得突破，把握精髓、悉心操练，不断从中感悟和领略雅思口语的真实风貌及其问题设计规律。然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，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。期望本部分能够给考生以启迪，并使之从中最大地获益。

本书主要针对真题场景的热点和难点问题给出参考性答案。尤其期待能给考生提供具有拓展思维、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，考生可以从中提取最适合自己的东西，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。

最后，衷心感谢高等教育出版社考试分社的领导和编辑在总体策划、内容编排、版式设计方面所作的大量工作。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雅思测试专家和雅思口语考官Eileen Pete和Sanson Yee教授在本书的审校中所付出的巨大努力和所提出的建设性建议。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。

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

2010年10月

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绪论

雅思口试概述



- Part I 雅思口试的目的、程序与评分等级制
- Part II 雅思口试的评分标准及其内涵
- Part III 考官提问规范的问题设计原则和规律
- Part IV 回答考官问题涉及的语法范围(谓语时态和句型结构)
- Part V 真题样本中的谓语时态和基本句型模仿训练

本部分总体介绍雅思口语测试体系。首先全面介绍雅思口试的目的、程序与评分等级制，然后界定和分析雅思口试的四个测评标准及其内涵，并辅之以解决方案。尤其重要的是，本章高度概括和凝练了雅思口试真题设计的八大规律，并提供表达英语思维精髓的五大基本句型及一通百通的应对雅思口试真题的经典范例。期待考生能知彼知己、举一反三，获得最大的收益。

Part I 雅思口试的目的、程序与评分等级制



1. 雅思口试的目的

雅思口试的目的是评估考生用英语进行实际交流的能力，尤其是考查他们在日常生活中有效的语言交际能力。该口试遵循任务型测试理论的原则，重在评估考生能否自然、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各种真实的语言交际任务。其任务具有真实性、交际性和话题广泛而多变的特点。

总体而言，它要求考生能陈述一般的事实和过程、表达自己的观点、情感和意见、比较事物的差异、解释现象和原因以及推测未来虚拟情况等。通过检测其语言表达是否流利和连贯，掌握的词汇量及语法知识和结构，能否准确得体地使用词汇和语法结构，发音是否正确、是否会产生交流障碍等方面，来检测考生是否具备良好的语言表达能力。

具体地说，雅思口试通过“考官提问规范”（Examiner Frame）严格设定口试程序（分三个阶段）、各阶段特定的测试内容、形式和目的。

第一阶段：检查能否流利地使用社交问候语，提供个人信息以及陈述事实的语言能力。

第二阶段：检查能否在较短的时间内，快速组织自己的语言，就某一熟悉特定情景性话题进行描述并表达感受和提出看法。内容包括提供事实、描述过程、比较差异、解释原因、表达感受和推测虚拟情况等。

第三阶段：检查能否使用英语参与讨论，表达自己较深层次的观点；表述是否有较少的语法错误，思路是否连贯，语言表达是否准确。考官在本阶段中有较大的自由度。他们可根据考生的口语水平进行粗浅的或深层次的既宽泛而又抽象的讨论，并由此做出对考生口语水平的准确评价。

总之，雅思口试的总体目标就是检测和评估考生是否具备完成真实生活任务所需要的全方位的语言技能，包括提供信息、陈述事实和表达喜恶，比较事物的发展变化或进行横向对比，解释现象或表达情感和价值取向，分析求证观点或总结和归纳，预测和展望未来或提出建议等。

为确保考官在口试中做到评估客观、公正，剑桥大学地方考试委员会特别引入了雅思口试的“考官提问规范”机制。它是为考官制定的提问规范，是对考官在与考生对话过程中所扮演的角色的书面规定。考官在第一和第二阶段口试中使用的语言表达被严格控制（直接从“考官提问规范”中把题目念出来），以确保所有考生以同样的方式接受同样难度的提问（**receive the same input delivered in the same manner**）。第三阶段的规定比较宽松——只提供深层次讨论问题的要点。考官可根据考生的水平挑选问题，也可调整自己的语言（**paraphrase**）以适应考生的理解力，但问的问题还是以规范中所列的问题为依据。整个口试的程序、谈话内容和形式以及评分标准被严格规范，确保考官评分更趋于客观和公正。



2. 雅思口试的程序

雅思口试共分三个部分，每一部分都有其特定的目标和要求。我们将分别对其进行详细介绍，同时还提供诸多例证进行分析和比较，考生可从中获得对雅思口试的每一部分最切实的体验，从而进一步理解和把握口试的宗旨。

Stage 1 Introduction and Interview (第一阶段——彼此介绍并谈论一般性话题)

本阶段规定时间为4~5分钟,考官首先介绍考试、询问考生姓名、检查身份证;接着录音机开启,考官报出考试名称、时间、地点、本人姓名,考生报出自己姓名。然后考官会根据考生的一些个人资料(Personal Particulars)从“考官提问规范”中抽取2~3个话题(topics)提问。这些问题主要涉及个人家庭背景、工作情况、学习和教育、兴趣和爱好以及其他一些考生相当熟悉的一般性话题。该部分有时也会出现与第三部分类似的、更宽泛和更趋于抽象的问题,但此时只要切题简练作答即可,不必展开论述。

考生通常要就每个话题回答2~5个问题,具体几个取决于考生答案的长短。由于该阶段的规定时间为4~5分钟,考官会严格把握时间。一般而言,考官可向考生提多达10个的问题,但不会刻意追求问题的数量。

考生应尽可能充分地(fully)回答考官的问题—提供具体而有效的信息(to be specific and informative)。但不要花太多时间回答某一问题,每个问题有30秒应该足够了,否则考官可能认为你对每个话题做过充分准备,并且不愿冒险去回答有关另一话题的问题。

例如:

E: Do you live with your family or with friends?

C: Actually I'm staying in a university hall of residence as I'm studying in a university at Guangzhou, which is very far from my home.

其次,考生千万不能对考官选定的话题或问题避开不答,否则会被认为不具备谈论该话题所需的相关语言技能。事实上,本阶段的问题比较简单,主要涉及个人信息或事实。如果考生在第一阶段就遇到困难,那么在其他两个阶段也会面临更大困难。

Stage 2 Individual Long Turn (第二阶段——个人表述)

第二阶段持续3~4分钟。考官首先介绍第二阶段要做什么,接着给考生一张话题提示卡(Verbal Prompt)及纸笔。考生有1分钟的准备时间,在此期间,考生可以迅速筛选信息,记下几个想要表述的重点。然后考生必须就题卡所涉及的问题进行相对较长时间(1~2分钟)的表述及拓展性解释或主观评价。这意味着考生必须比较迅速地理清思路,组织好自己的语言。同时要把握好时间,考官不会允许你说话超过2分钟,说上1.5分钟比较理想,但最少时间应有1分钟,考生如果说上1分钟后说得不再流利或没有什么可说的了,未必非要说上更长时间。口试最重要的并不在于表述时间的长短,而在于表述质量。

随后考官可能根据考生所表述的话题,继续提1~2个直接相关的问题,但也可能什么也不问。事实上,考官是否继续提问并不影响对考生表现的成绩评定。如果考官追加问题,考生无须长谈,紧扣问题简练作答即可。

下面是一个关于这部分口试的示例。

考官给考生下面这个话题提示卡:

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 the special about him/her

and explain why this person influenced you so much.

显而易见，提示卡包含以下内容：

- (1) 告知要谈论的主题 (the 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 subtopic)

实际上，示例中的问题就遵循了由表及里，由浅入深的提问思路。

主题：对你最有影响力的老师，

细节：相遇地点、所教科目、教学特点

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，然后谈论细节，并对延展的副主题有所侧重。为确保表述富有内容并基本符合提问要求，考生应尽量涵盖每部分问题，同时又要有侧重，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：

Who: Mr. Deng Chuan Xiao

Where: Number 2 Middle School, Shanghai in 1992

What subject: Physics

Special qualities: – took teaching seriously
– interested in everyone

Influence on me: – helped me learn what learning is about
– never give up

“When the going gets tough, the tough will get going!”

然后，考生可以在发言中根据这些要点组织自己的思路。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副主题。最好的做法就是：考生要善于间接引用提示卡中的用语或转换表达来引出每一个部分。

例如：

C: Looking back, I think one of the teachers who really influenced me a lot was Mr. Deng Chuan Xiao. He was the physics teacher at my middle school in Shanghai. I'd say he had two very special qualities. First, he took his teaching seriously. He was always well prepared to give his lessons and made sure we had caught the important points. Moreover, he seemed interested in all the members of the class – the weaker students as well as the clever ones, and that impressed me.

When I think about the influence he had on me, I can come up with two things. Most importantly, he helped me learn what learning is all about. He didn't just teach a subject; he showed us how to keep learning about the subject after class. He said that we should always try to keep an enquiring and open mind: physics isn't just a subject in textbook; it is a way of looking at the world and a way of trying to understand how the world works. The second thing I remember is that he stimulated us never to give up when we found things were difficult. And this has great influence on me. Whenever I am in hard situations, I would 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）所说的提出一到两个问题。例如，在上面的谈论结束后，考官可能会问：

E1: How did Mr. Deng help the weaker members of the class?

E2: How did he challenge the stronger members to perform even better?

这些问题意在过渡。考生紧扣问题简练作答即可。

需要注意的是，这部分的话题是属于情景性的（**situational**），或描述熟悉的人和事，或回首往事和感悟，或想象和预测，或比较和取舍，或说明程序和指令等，无论哪种情景都为考生所熟悉（**Familiar Topics**）。若描述人物，可以是最有影响的老师、最好的朋友、最熟悉的孩子、最喜欢的明星或名人；若描述事物或经历，则可以是最喜爱的电视节目、歌曲、书目、常用的器械或工具、理想的住宅、一段难忘的时光、一次有趣的游览以及一次成功的经历等。问题的排列顺序一般都遵循由表及里、由浅入深的原则。

Stage 3 Two-way Discussion（第三阶段——深入交谈）

第三阶段规定时间为4~5分钟。考官要求考生回答与第二阶段话题有关的问题。这是第二阶段的扩张和深入，其问题趋于宽泛、概括和抽象，涉及面更广。本阶段旨在考查考生的说理论辩能力，因此在语言运用方面要求更高。考生需要运用语言分析问题、阐述事物变化过程、预测发展趋势、比较事物利弊、评价传统和现代的价值观念等。问题由考官选择，他会根据“考官提问规范”的提示，组织自己的语言进行提问。尤其在措辞方面考官会考虑考生的理解力而调整自己的语言，甚至也可以把他认为难度比较大的问题留给他认为水平较高的考生。

与第一阶段一样，考官问几个问题主要取决于考生回答问题所占时间的长短。经验表明，回答好每个问题平均用时不到一分钟。考官希望你展开讨论，提出论据或给出观点。很明显，答题时间比第一阶段要长。

例如，根据上面第二阶段的话题，在第三阶段考官和考生可能会作如下讨论：

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 just repeat what the book says, regardless of what the students need or want 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: Personally I believe it's because most teachers haven't really been trained in up-to-date teaching methodology. As a result, they teach in the same way as they were taught themselves – so they rely on the textbook and focus on teaching their students skills to perform well on tests. Fortunately, things are beginning to change and improve – I've heard that middle schools in big cities like Beijing, Shanghai, and Guangzhou, 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 administration should set up some 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 can study 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，但考生回答时应尽可能具体化；联系自己的实际，把看似复杂的事物用相关的事例加以说明，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，由于本阶段的问题经常侧重于就某一话题描述现在、回顾过去和展望未来，因此考生在组织语言时应特别要注意正确使用动词的时态等（注意考生答案的黑体词部分）。

如果考生避而不答某一问题，则被认为不具备讨论该问题的语言技能。本阶段最常见的错误在于，考生在回答问题时要么经常重复出现某一错误，要么在说完一句话或表述完某一观点之后不作过渡，而是突然转入另一观点，结果其表述不得要领、令人费解。



3. 雅思口试的评分等级说明

雅思口试的评分按照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. 流利与准确 (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，雅思官方机构对雅思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，对考生在流利性、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，也可以是带小数点的非整数分数。由此将发音与流利性、词汇和语法三个分数考核标准统一。“发音”的考核标准修改包括对连读、重音等设置了精细标准，强调考生发音的准确性，减少了考官主观评判的因素。这使得考生在平常练习或训练中能够“有矩可循”、“有律可依”。如此，更有利于考生扎扎实实提高口语能力，以充分体现雅思测试的宗旨和目的。

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分，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分，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分，口语成绩5.5分。

下面我们来看看每个分数等级的具体要求。

9分——精通 (Band 9 – Expert User)

总体评价指标：Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

能够自如地运用语言：做到得体、准确、流利并理解透彻。

口语单项指标：A candidate may score band 9 for the speaking module if the English he/she produces is basically perfect. The candidate's grammar and vocabulary should be at educated

native speaker level. The candidate should be able to express his/her ideas in depth, both extremely clearly and fluently, using a complete range of vocabulary and grammatical structures.

要得9分，口语就要近乎完美、地道。语法和词汇熟练程度相当于受过教育的英语本族语人士。考生应能够表达深层次的见解，语言自然、流畅，思路清晰，遣词造句准确得体，运用的词汇和语法结构都极为丰富。

8分——优秀 (Band 8 – Very Good User)

总体评价指标: 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.

能够自如地运用语言，偶尔出现非习惯性的不确切、不得体的表达。在不熟悉的领域可能出现理解偏差。能较好地掌握复杂的说理论辩。

口语单项指标: A candidate may score band 8 for the speaking module if the English he/she produces is clearly sufficient to deal with all the topics and questions in all parts of the module in full. The candidate should make very few mistakes with grammar and vocabulary, even with complex language. The candidate should be able to use quite a wide range of vocabulary and grammatical structures to express his/her ideas quite well in depth, coherence and fluency although a few words may be lacking.

如果考生在回答口试三个阶段的所有话题和问题时都能表达清楚、充分，即得8分。考生即使运用复杂语言也很少有语法和词汇错误；能运用丰富的词汇和语法结构，流利而连贯地表达比较深层次的见解。但对为数极少的几个词汇的把握有欠缺，偶然有不够符合习惯的地方。

7分——良好 (Band 7 – Good User)

总体评价指标: 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.

能运用语言，但在某些情况下可能偶尔出现不准确、不得体的表达和理解偏差。一般能运用复杂的语言并理解翔实的推理。

口语单项指标: A candidate may score band 7 for the speaking module if the English he/she produces is clearly sufficient to provide fully developed answers to the questions in all parts of the module. The candidate will probably make occasional mistakes and produce some sloppy sentences, particularly with complex language. The candidate should be able to express his/her ideas reasonably clearly and fluently, using a wide range of vocabulary and grammatical structures. Typically, a band-7 speaker can talk in some depth about an issue.

如果考生能圆满回答三个阶段中的所有问题，并表达清楚、充分，即得7分。特别是在运用复杂语言时，可能偶有错误甚至出现一些无条理的句子。能运用丰富的词汇和语法结构，能够表达得相当清楚和流利。一般而言，一个得7分的考生能就一个话题进行较深入的讨论。

6分——熟练 (Band 6 – Competent User)

总体评价指标: Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

一般能有效地运用语言，虽然有时出现不准确，不恰当的表达，或出现理解偏差，但是能够理解和运用较复杂的语言，尤其在自己熟悉的领域。

口语单项指标: A candidate may score band 6 for the speaking module if the English

he/she produces is clearly sufficient to talk about the topics in all parts of the module in full. The candidate will probably make some mistakes or a number of inappropriate expressions, particularly with complex language. Some are either too formal or informal; others are not fit for the conversation. The candidate should be able to express his or her ideas reasonably clearly, using a range of vocabulary and grammatical structures.

如果考生能够回答三个阶段的所有问题，且表达清楚、充分，可得6分。但在运用复杂语言时，可能犯些错误或出现许多不合适的表达。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。能利用一定范围内的词汇和语法结构相当清楚地表达自己的观点。

5分——能力一般 (Band 5 – Modest User)

总体评价指标: 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.

对语言的掌握不全面，虽然多数情况下能表述大意，但往往出现很多语言错误。不过对自己熟悉的领域，交流起来应基本上无问题。

口语单项指标: A candidate may score band 5 for the speaking module if the English he/she produces is sufficient to talk about most topics. However, the spoken English will probably contain many mistakes. The candidate should probably not have a problem with part 1 questions. However, questions in part 3, on unfamiliar topics, may present problems because the candidate may lack the necessary vocabulary to develop answers beyond an overall meaning. The candidate makes many errors in pronunciation and grammar, and struggles to remember vocabulary.

如果考生能够充分回答大多数问题，可得5分。然而其表达很可能出现许多语言错误。该类考生在第一阶段不会有太大问题，但进入第三阶段不熟悉的话题时即感吃力，因为他们缺乏必要的词汇量，而无法展开回答问题，只能表述大意而已。考生不仅在语音和语法方面有许多错误，并且总是在费劲地搜寻大脑中的词汇。

4分——能力有限 (Band 4 – Limited User)

总体评价指标: Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

语言能力仅限于基本表述熟知的内容。理解和表述屡屡出错。不能使用复杂语言。

口语单项指标: A candidate may score band 4 for the speaking module if he/she often has problems expressing himself/herself. The candidate's spoken English may often be hard to understand, particularly when discussing unfamiliar topics. This may be due to a limited vocabulary, poor grammar, or poor pronunciation. The candidate may typically not be able to use complex grammatical structures and there is so much stalling and so many grammatical errors that communication is slow and cumbersome to listen to.

如果考生在口试中表达常有错误，即得4分。尤其在不熟悉的领域，由于词汇不够、语法薄弱或发音不准，说出的内容常常难以理解。最典型的是考生不能运用复杂语法结构进行表达，而且在交流中经常出现支支吾吾的现象和太多的语法错误，以致交流不畅。

3分——能力极其有限 (Band 3 – Extremely Limited User)

总体评价指标: Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

仅可在非常熟悉的情景下表达和理解大致意思。交流经常中断。